

A study of Factors Moderating Malaysian Hospitality
Students Selection of Tertiary Education Institutions,
Programme and Subsequent Career Intentions

.....

A thesis submitted in partial fulfilment of the
requirements for degree of
Doctor Philosophy
In
Hospitality Management
At
Lincoln University, Canterbury New Zealand

M.S. Mohd Zahari

.....

Lincoln University
2004

ABSTRACT

A Study of Factors Moderating Malaysian Hospitality Students Selection of Tertiary Education Institutions, Programme and Subsequent Career Intentions

By:

M.S. Mohd Zahari

This study explores the moderating variables that influence a student's decisions to enter into a hospitality management programme and subsequently pursue a career in the hospitality industry. It also examines how these factors are implicated in or modify a student's career commitment over time.

The sample includes students enrolling in various three year (6 semester) diploma and undergraduate programme offered by Malaysian hospitality institutions of higher learning over the academic years of 2002- 2003. This includes four public or government funded institutions with several branch campuses, and six private institutions. Predominantly the data for this study based are on self completion questionnaires with some additional insight particularly about respondents' direction of industry employment provided by means of qualitative responses. The initial comparisons are made between students in the public and private institutions and these are followed by an extensive series of analyses examining the differences and similarities of respondents' rating in the two rounds of data collection with reference to a range of independent variables. Also reported are how these ratings change over time.

Significant differences were found in terms of parental socio- economic background between students who enrolled in the private and those in the public hospitality institutions. Nevertheless, for the key issues as to whether parental backgrounds lead to differences in respondents' attitudes and values about a career in hospitality this was not seen as an influencing determinant for both institutions. Further, the independent variables of gender, ethnicity, religion and geographical upbringing, secondary school background and prior experience do not clearly show causation of how students reports their views about the dimensions investigated in this study. In fact, students' levels of

intention and commitment towards career are apparently not directly related to these independent variables.

However, despite no clear pre- tertiary education indicators of likely disaffection being identified, a very clear picture emerged in this study that there is a declining sentiment among Malaysian hospitality students towards employment in the hospitality industry and reduced intention to pursue such a career. These weakened employment intentions are formed during the educational programme and are probably at least partially a result of the maturation process with varying consequences and implications for the students, hospitality institutions, industry and the government.

ACKNOWLEDGEMENTS

First and foremost, I thank you God for giving me blessings, strength and the perseverance to complete my study. This research would neither have been started, nor completed without the generous support from the MARA University of Technology (UiTM) who awarded scholarship as well as allowing me to pursue doctoral studies at Lincoln University, Canterbury, New Zealand.

My sincere appreciation and thanks go to my supervisor Dr. Roderick Alan Fraser. Being a student of Dr. Fraser for the past three years has been most instrumental in the progress my doctoral studies and he helped develop my professional interests and research skills. With his guidance, ungrudging generosity with time and resources I was able to complete this thesis of which I feel proud. He is both nurturing and demanding, a "bipolar" quality I will adopt in my academic career as a faculty member and advisor. Similarly, thanks is due to Dr. David T.G. Short for his advice, comments and suggestions particularly at the initial stage of shaping this research.

I further gratefully acknowledge the assistance of the colleagues, academic staff and students of institutions who took part in this study. A word of thanks particularly goes to the following individuals:

En. Mohamed Abdul Hamid	En. Ali Mohd Noor
En. Zaihan Adnan	En. Abdul Razak Aziz
En. Zamzani Abdul Wahab	En. Salim Abdul Talib
Assoc. Prof. Dr. Rahmat Hashim	En. Nazaruddin Hamid
Prof. Dr. Muhamad Muda	En. Razman Abdul Rahman
Assoc. Prof. Norani Sidek	En. Black and Sabu
Assoc. Prof Dr. Ishak Kassim	Dr. Hamdin Salleh
En. Dahalan	En. Marzuki Zakaria
Dr. Hermanto Siregar	En. Arnizam Mohktar
Pak Iman Sugema	En. Ahmad Nizam Zali
Mr. Jason Paul Simon	En. Mohd Salleh Aman
Puan Roslina Ahmad	En. Khairul Azam

Thanks are due to Braken and family for being wonderful friends and for their enthusiasm and support during our best times in Lincoln University. I also wish to thank Geraldine Murphy who proof- read the drafts in all stages of the study, from proposal through to finalization of this thesis. To my parents and immediate family, I record my gratitude for their influence in shaping my educational goals and for moral support. Finally, I deeply thank my wife, Norhayati for all her support, prayers, patience, love and encouragement as she tried to combine her full time study with motherhood and writing her thesis at the same time. Her dedication in nurturing and managing our young family has been integral to its completion on schedule. To my kids, Myra, Irfan and Nouha, papa acknowledges your love and joy and trust that you will each take home something good from the Kiwi experience.

Mohd Salehuddin Mohd Zahari

August 2004

CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	xi
LIST OF FIGURES	xviii
CHAPTER ONE: THE PROBLEM SETTING	1
1.1 General Problem	1
1.2 The Research Problem in Context	3
1.3 Specific Problem and Research Scope	9
1.4 Structure of Thesis	11
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Introduction	14
2.2 The Nature, Characteristics and Trends of the Labour Market in the Hospitality Industry	15
2.3 Perceptions and Attitudes of Youth Towards a Hospitality Career	23
2.4 Attraction and Training of the Young in Hospitality	27
2.5 The Concept of Career Intentions and Choices	32
2.6 Commitment to Career Choices Process	39
2.7 The Theory of Reasoned Action	43
CHAPTER THREE: RESEARCH MODEL AND OBJECTIVES	51
3.1 Introduction	51
3.2 Conceptual Framework of the Research	52
3.3 The Research Objectives	59
CHAPTER FOUR: RESEARCH METHODOLOGY	61
4.1 An Overview	61
4.2 The Sample Population and Plan	62
4.3 Issues Relating to the Administration Process and Questionnaire Design	66
4.3.1 The Question of Using a Pilot Study	68
4.3.2 Selection of Independent and Dependent Variables	70
4.3.3 Questions Used in Section A of the Questionnaire	72
4.3.4 Questions Used in Section B of the Questionnaire	75

4.3.5	Questions Used in Section C of the Questionnaire	77
4.3.6	Questions Used in Section D of the Questionnaire	78
4.3.7	Questions Used in Section E of the Questionnaire	79
4.4	Procedure of the First and Second Round of Data Collection	79
4.5	Assessment of Internal Reliability of the Research Instrument	82
CHAPTER FIVE: THE NATURE OF THE SAMPLE		85
5.1	An Overview	85
5.2	Respondent Profiles	87
5.3	Comparison of Institutions Based on Spatial Location	93
CHAPTER SIX: RESULTS OF ALL RESPONSES		95
6.1	An Overview	95
6.2	Respondents' Reaction to Section A: Educational and Industry Aspect	97
6.3	Respondents' Reaction to Section B: Level of Interest in and Commitment Toward Career Intention	103
6.4	Respondents' Reaction to Section C: Feelings About Work in General	109
6.5	Factor Analysis of Overall Data	112
CHAPTER SEVEN: ANALYSIS OF RESPONSES FROM PUBLIC AND PRIVATE HOSPITALITY INSTITUTIONS		119
7.1	An Overview	119
7.1.1	Comparison of Institutions and Levels of Programme by Gender	120
7.1.2	Comparison of Institutions and Levels of Programme by Ethnicity	125
7.1.3	Comparison of Institutions and Levels of Programme by Religion	127
7.1.4	Comparison of Institutions and Levels of Programme by Secondary Background	129
7.1.5	Comparison of Institutions and Levels of Programme by Prior Working Experience	131
7.1.6	Comparison of Institutions and Levels of Programme by Having Friends or Relatives in the Industry	132
7.1.7	Comparison of Institutions and Levels of Programme by Geographical Location of Upbringing	133
7.2	Socio-Economic Status of Parents	135
7.2.1	Comparison of the Institutions based on Parent Occupation	136

7.2.2	Comparison of the Institutions based on Parent Education	139
7.2.3	Comparison of the Institutions based on Parents' Annual Income	141
7.3	Relationships between Family Socio-Economic Background and Student Attitudes About a Career in Hospitality	143
CHAPTER EIGHT: ANALYSIS AND DISCUSSION OF ALL RESPONSES		148
8.1	An Overview	148
8.2	Differences in the Overall Mean Scores Between Male and Female Respondents for Each Round of Data Collection	151
8.2.1	Analysis of Results for "Career Influences Factor" items by Gender in Different Levels of Study Programmes	156
8.2.2	Analysis of Results for "Educational Factor" items by Gender in Different Levels of Study Programmes	159
8.2.3	Analysis of Results for "Value about Work Factor" items by Gender in Different Levels of Study Programmes	162
8.2.4	Analysis of Results for "Career Intention and Commitment Factor" items by Gender in Different Levels of Study Programmes	165
8.3	Differences Between Responses Attributable to Ethnicity	169
8.3.1	Analysis of Results for "Career Influences Factor" items by Ethnicity in Different Levels of Study Programmes	173
8.3.2	Analysis of Results for "Educational Factor" items by Ethnicity in Different Levels of Study Programmes	175
8.3.3	Analysis of Results for "Value about Work Factor" items by Ethnicity in Different Levels of Study Programmes	178
8.3.4	Analysis of Results for "Career Intention and Commitment Factor" items by Ethnicity in Different Levels of Study Programmes	181
8.4	Differences Between Responses Attributable to Religion	185
8.5	Differences Between Responses Attributable to Geographical Location of Upbringing	187
8.5.1	Analysis of Results for "Career Influences Factor" items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes	191

8.5.2	Analysis of Results for "Educational Factor" items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes	193
8.5.3	Analysis of Results for "Value of Work Factor" items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes	195
8.5.4	Analysis of Results for "Career Intention and Commitment" items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes	197
8.6	Differences Between Responses Attributable to Secondary Schools Background	201
8.6.1	Analysis of Results for "Career Influences Factor" items based on Secondary School Between Respondents in Different Levels of Study Programmes	205
8.6.2	Analysis of Results for "Educational Factor" items based on Secondary School Between Respondents in Different Levels of Study Programmes	206
8.6.3	Analysis of Results for "Value of Work Factor" items based on Secondary School Between Respondents in Different Levels of Study Programmes	208
8.6.4	Analysis of Results for "Career Intention and Commitment Factor" items based on Secondary School Between Respondents in Different Levels of Study Programmes	211
8.7	Differences Between Responses Attributable to Prior Work Experience in the Industry	215
8.7.1	Analysis of Results for "Career Influences Factor" items based on Previous Work Experience between Respondents in Year-one of Study Programmes	218
8.7.2	Analysis of Results for "Educational Factor" items based on Previous Work Experience between Respondents in Year-one of Study Programmes	218
8.7.3	Analysis of Results for "Value of Work Factor" items based on Previous Work Experience between Respondents in Year-one of Study Programmes	219

8.7.4	Analysis of Results for "Career Intention and Commitment Factor" items based on Previous Work Experience between Respondents in Year-one of Study Programmes	220
8.8	Differences Between Responses Attributable to Having Friends or Relatively in the Hospitality Industry	222
8.8.1	Analysis of Results for "Career Influences Factor" items based on Having Friends or Relatives in the Industry from Respondents in Year-one of the Study Programmes	223
8.8.2	Analysis of Results for "Educational Factor" items based on Having Friends or Relatives in the Industry from Respondents in Year-one of the Study Programmes	224
8.8.3	Analysis of Results for "Value of Work Factor" items based on Having Friends or Relatives in the Industry from Respondents in Year-one of the Study Programmes	225
8.8.4	Analysis of Results for "Career Intention and Commitment Factor" items based on Having Friends or Relatives in the Industry from Respondents in Year-one of the Study Programmes	226
8.9	Parental Socio-Economic Status	227
CHAPTER NINE: ANALYSIS OF QUALITATIVE DATA		231
9.1	Analysis of the Responses to Open Ended Questions	231
CHAPTER TEN: SUMMARY AND DISCUSSION		241
10.1	An Overview	241
10.2	Differences in the Overall Data and the Three Year Level of Study Programmes and the Pattern of Changes Over Time Based on Independent Variables	243
CHAPTER 11: LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS		257
11.1	Some Limitations, Recommendations and Possible Future Research	257
11.2	Research Conclusions	259
REFERENCES		265
APPENDICES		286

Appendix 1:	The First Round Questionnaire	286
Appendix 2:	The Second Round Questionnaire	291
Appendix 3:	The result of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the second round data collection	296
Appendix 4:	The full details of analysis reporting the mean scores, standard deviation for items in the first round of data collection and identifying significant differences based on gender	298
Appendix 5:	The full details of analysis reporting the mean scores, standard deviation for items in the second round of data collection and identifying significant differences based on gender	302
Appendix 6:	The full details of analysis reporting the mean scores, standard deviation for items in the first round data collection and identify significant differences based on ethnic groups	306
Appendix 7:	The full details of analysis reporting the mean scores, standard deviation for items in the second round data collection, identify significant differences based on ethnic groups	310
Appendix 8:	The full details of analysis reporting the mean scores, standard deviation for items in the first round data collection, identifying significant differences based on geographical location of upbringing	314
Appendix 9:	The full details of analysis reporting the mean scores, standard deviation for items in the first round data collection, identifying significant differences based secondary school backgrounds	318
Appendix 10:	The full details of analysis reporting the mean scores, standard deviation for items in the first round data collection for year one respondents identifying significant differences based on prior work experience	322

LIST OF TABLES

Table 1.1:	Tourist arrivals and receipts 1992 -2003	5
Table 4.1:	The programmes and pattern of data collection for respective groups	63
Table 4.2:	Original sources of items used in section A: Influencing Factors, Educational and Industry Aspects	73
Table 4.3:	Original sources of items used in Section B: Career Interest and Commitment	76
Table 4.4:	Questions used in Section C: Work Value	77
Table 4.5:	Questions used in section D : Personal and Family Background	78
Table 4.6:	Questions used in section E: Future Direction	79
Table 4.7:	Alpha Coefficient of internal reliability for each Section of the questionnaire's first round	82
Table 4.8:	The results of the Kaiser-Mayer-Olkin of sampling adequacy and Bartlett test of Sphericity shown by sections of the instrument for each period	84
Table 5.1:	The number of Diploma and Bachelor in Hospitality Management students who responded in each survey period, shown by cohorts, institutions matched cases and number who did not participate	86
Table 5.2:	Showing the number and percentage (%) of overall respondents reported by sex, ethnicity and religion in the first and second round of data collection	88
Table 5.3:	Showing the number and percentage (%) of overall respondents reported by various hospitality programmes in the first and second round data collection	89
Table 5.4:	Showing the number and percentage (%) of overall respondents reported by geographical location of upbringing and secondary schools attended in the first and second round data collection	89
Table 5.5:	Showing the number and percentage (%) of overall respondents reported by prior work experience, having family or close friends and area of work in hospitality in the first and second round data collection	90
Table 5.6:	Showing the number and percentage (%) of overall respondents reported by fathers and mother occupations in the first and second round data collection	92

Table 5.7:	Showing the number and percentage (%) of overall respondents reported by fathers and mothers highest level of education and parental annual income in the first and second round data collection	93
Table 6.1:	Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section A of the questionnaire, reporting the level of agreement on the educational and industry aspect in the first and second round of data collection	99
Table 6.2:	Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section B of the questionnaire, reporting the level of agreement on career interest in the hospitality industry; first and second round of data collection	104
Table 6.3:	Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section C of the questionnaire, reporting the importance of feelings about work in general in the first and second round of data collection	110
Table 6.4:	The result of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the first round of data collection	114
Table 7.1:	Numbers and percentages of respondents of each gender reported by type of Institution and levels of programmes in first round of data collection	121
Table 7.2:	Chi-square test for proportion of gender in both institutions in the first round	122
Table 7.3:	Showing mean scores for items in the first round of data collection analysed by comparing male students in the Public and Private institutions with t- test results and level of significance	123
Table 7.4:	Showing mean scores for items in the first round of data collection analysed by comparing female students in the Public and Private institutions with t- test results and level of significance	124
Table 7.5:	Number and percentage of respondents of each ethnicity reported by type of institutions and levels of programme in first round of data collection	125
Table 7.6:	Chi-square test for ethnic groups in public and private institutions	127
Table 7.7:	Number and percentage of respondents based on religion by type of institution and level of programmes at first round of data collection	128

Table 7.8:	Number and percentage of respondents based on secondary school by type of institution and levels of programme at first round data collection	129
Table 7.9:	Chi-square test for the differences between type of secondary schools in both institutions	130
Table 7.10:	Number and percentage of respondents based on prior work experience by type of institution and levels of programme at first round data collection	131
Table 7.11:	Number and percentage of respondents based on having family or friends in the industry by type of institution and level of programmes	132
Table 7.12:	Number and percentage of respondents based on geographical locations of upbringing by type of institutions and level of programmes	134
Table 7.13:	Chi-square test for the differences between geographical locations of upbringing in both institutions	135
Table 7.14:	Number and percentage of respondents based on fathers' occupations by types of institutions	136
Table 7.15:	Number and percentage of respondents based on mothers' occupations by types of institutions	137
Table 7.16:	Chi-square test for father occupation	138
Table 7.17:	Chi-square test for mother occupation	138
Table 7.18:	Number and percentage of respondents based on father's education	139
Table 7.19:	Number and percentage of respondents based on mother's education by types of institutions	140
Table 7.20:	Chi-square test for father's education	141
Table 7.21:	Chi-square test for mother's education	141
Table 7.22:	Number and percentage of respondents based on parents' annual income	142
Table 7.23:	Chi-square test for father's education	143
Table 7.24:	Pearson Correlation Coefficient for each item in the first round of data collection by public institutions	144
Table 7.25:	Pearson Correlation Coefficient for each item in the first round of data collection by private institutions	145

Table 8.1:	Items from each round of data collection where statistically significant differences between genders were identified, the mean scores and level of significance	152
Table 8.2:	Showing the mean scores and standard deviation for "Career Influences Factor" items of the survey for each round of data collection by gender, identifying significant differences by level of study programme and between rounds	157
Table 8.3:	Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection by gender respondents, identifying significant differences by level of study programme and between rounds	160
Table 8.4:	Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection by gender respondents, identifying significant differences by level of study programme and between round	163
Table 8.5:	Showing the mean scores and standard deviation for "Career Intention and Commitment" items of the survey for each round of data collection by gender, identifying significant differences by level of study programme and between rounds	166
Table 8.6:	Showing the items in each round of data collection where statistically significant between ethnic groups were identified, the level of significance and pattern of difference of the mean scores	170
Table 8.7:	Showing the mean scores and standard deviation for "Career Influences Factor" items of the survey for each round of data collection by ethnicity, identifying significant differences by level of study programme and between rounds	174
Table 8.8:	Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection by ethnicity, identifying significant differences by level of study programme and between rounds	177
Table 8.9:	Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection by ethnicity, identifying significant differences by level of study and between rounds	180
Table 8.10:	Showing the mean scores and standard deviation for "Career Intention and Commitment Factor" items of the survey for each round of data collection by ethnicity, identifying significant differences by level of study programme and between rounds	182

Table 8.11:	Showing the items in each round of data collection where statistically significant differences between religions were identified, the level of that significance and pattern of difference of the mean scores	186
Table 8.12:	Showing the items in each round of data collection where statistically significant differences between geographical location were identified, the level of that significance and the pattern of difference of the mean scores	188
Table 8.13:	Showing the mean scores and standard deviation for "Career Influences Factor" items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds	192
Table 8.14:	Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds	194
Table 8.15:	Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds	196
Table 8.16:	Showing the mean scores and standard deviation for "Career Intention and Commitment Factor" items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds	198
Table 8.17:	Showing the items in each round of data collection where statistically significant differences between secondary school were identified, the level of that significance and the pattern of difference of the mean scores	202
Table 8.18:	Showing the mean scores and standard deviation for "Career Influences Factor" items of each round of data collection for respondents based on secondary school identifying significant differences by level of study programme and changes between rounds	205
Table 8.19:	Showing the mean scores and standard deviation for "Educational Factor" items of for each round of data collection for respondents based on secondary schools, identifying significant differences by level of study programme and between rounds	207

Table 8.20:	Showing the mean scores and standard deviation for "Value of Work Factor" items of each round of data collection for respondents based on secondary schools, identifying significant differences by level of study programme and between rounds	210
Table 8.21:	Showing the mean scores and standard deviation for "Career Intention and Commitment Factor" items of the survey for each round of data collection for respondents based on secondary schools background, identifying significant differences level of study programme and between rounds	212
Table 8.22:	Showing the items in each round of data collection for year-one where statistically significant differences between those with prior experience and without and the pattern of difference of the mean scores	216
Table 8.23:	Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection for year-one, identifying significant differences by prior work experience and between rounds	218
Table 8.24:	Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection for year-one, identifying significant differences by prior work experience and between rounds	220
Table 8.25:	Showing the mean scores and standard deviation for "Career Intention and Commitment Factor" items of the survey for each round of data collection for year-one, identifying significant differences by prior work experience and between rounds	221
Table 8.26:	Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection identifying significant differences by friends or relative employed in hospitality industry's of year-one respondents and between rounds	224
Table 8.27:	Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection identifying significant differences by friends or relative employed in hospitality industry of year-one respondents and between rounds	225
Table 8.28:	Showing the mean scores and standard deviation for "Career Intention and Commitment Factor" items of the survey for each round of data collection identifying significant differences by friends or relative employed in hospitality industry' of year-one respondents and between rounds	227

Table 9.1:	Number of responses to open ended questions in round two	231
Table 9.2:	Number of responses to item "who were the most influential individuals influenced your choice of a hospitality career" shown by level of programme	232
Table 9.3:	Number of responses to item "what sort of good advice about the hospitality course and, or the industry " shown by levels of programme	234
Table 9.4:	Number of responses to item "what sort of inaccurate advice did you receive about the hospitality course and, or the industry ?" shown by levels of programme	236
Table 9.5:	Number of responses to item "what sort of jobs or career path do you intend to follow after you graduate?" shown by levels of programme	238
Table 9.6:	Number of responses to item "feelings about a career and future in hospitality" shown by levels of programme	239

LIST OF FIGURES

Figure 2.1:	Comparison of Developmental life Stages and Career Development Task	38
Figure 2.2:	Factors determining a person's behaviour (Ajzen and Fisbein, 1980:8)	44
Figure 3.1:	The Research Variables	55
Figure 3.2:	The Basic Research Model	57

CHAPTER ONE

THE PROBLEM SETTING

1.1 General Problem

The hospitality industry is recognised as being important for both domestic and international economies. From an international perspective, it is acknowledged as one of the fastest growing sectors and the world's largest industry (Lewis and Airey, 2001). The industry whilst being a sub- sector of the tourism industry is of central importance to the continued success and development of that industry and has wider importance as a major contributor to economic and social growth (Go and Pine, 1995). The hospitality industry is forecast to provide employment for an increasing proportion of the working population (WTTC, 1995). Indeed, Callan (1996) suggested that the international hospitality industry can look forward to sustained growth of employment in the medium and long term future. Worldwide, the industry already employs one in ten of the global population and demand for labour still exists in positions at all levels particularly for trained managers and skilled personnel (Powell and Wood, 1999).

In an effort to keep pace with increasing employment opportunities and demand for qualified and well trained personnel, there has recently been an increase in the number of education institutions offering hospitality management programmes. This phenomenon has been taking place in various countries around the world (Joseph and Joseph, 2000). As a result, the number of students choosing to enrol in hospitality programmes has increased substantially in countries which are experiencing rapid growth in tourism such as New Zealand, Australia, China, Thailand, Singapore and Malaysia (Hobson, 1995b). However, despite the increased education capacity the

industry is still facing the problem of recruiting and retaining young educated, well trained, enthusiastic, motivated and committed employees.

As reported worldwide, many new students do not enter the industry upon completion of their studies (Leslie, 1991). Of those graduates who enter the hospitality industry it is contended that many soon decide not to pursue a full time, long term career in the industry (Cotton, 1991; Leslie, 1991). In fact, there has been considerable debate in recent years especially in the developed countries such as the United Kingdom and the United States about the "mismatch" between hospitality management education and the needs of the hospitality and tourism industry. In particular, there have been allegations of disproportionate "wastage" of hospitality graduates taking employment in other sectors of the economy (Purcell, 1993). The industry has accused hospitality institutions of producing poorly prepared graduates with unrealistic expectations of an industry where practical operational competencies are paramount (Buchicchio, 1991; Mitchell, 1991; Brotherton, 1993). Educators, conversely have suggested that the hospitality industry has been guilty of old fashioned attitudes and amateur approaches to recruitment and management in general, replicating well-entrenched customs and practices rather than appropriately sophisticated vision (Purcell, 1993; Purcell and Quinn, 1996). This situation has potentially created serious economic consequences.

In the latter part of the twentieth century, the issues of recruitment and retention have become a global problem and began receiving considerable attention among researchers in hospitality (Barron and Maxwell, 1993; Barron, 1997; Purcell and Quinn, 1996; Davidson, 1996; Sciarini and Wood, 1997; Okeiyi, Okeiyi and Bryant, 1998). One of the causes of the poor transition rate of hospitality management

students into a career in the industry is that new students have an unrealistic image of working life in the industry (Barron and Maxwell, 1993). It is believed that this phenomenon might also stem from various factors that influence students' decisions to enrol in hospitality programmes.

A number of studies in hospitality education have focussed on the initial entry phase of hospitality programmes and students' attitudes and perception of careers in the hospitality industry (Umbriet and Diaz, 1994; Davidson and Tideswell, 1998; Cothran and Combrink, 1999; Jenkins, 2001). However, there has been only limited analysis of the relationship between students' commitment and what moderates their decision to enter the programme (Fraser, 2000). In other words, the extent to which students are influenced by various factors such as family socio-economic background or geographical location of upbringing at entry to tertiary education and the effect of those factors on subsequent commitment towards a hospitality career have not yet been widely researched. In fact, no published or unpublished research related to Malaysia has been identified.

1.2 The Research Problem in Context

As with other developing nations, Malaysia perceived the tourism and hospitality industry as providing an impetus for economic and social growth for the country. It is now considered as the greatest expansion industry in the country compared to any other sector of the economy (Malaysian Economic Report, 2001/ 2002). Overall, the country has moved from a primary production based economy to a technology, knowledge and services economy. This is a move that has had major consequences

for the tourism and hospitality industry, as it has demonstrated tremendous growth in recent years, becoming the second largest income generator in Malaysia (Malaysian Economic Report, 1999/ 2000).

Major expansion in the tourism and hospitality industry in Malaysia has been enjoyed since 1970. The Pacific Area Travel Association (PATA) Conference in 1972 resulted in considerable government interest and the establishment of the Tourism Development Corporation of Malaysia. Now it is known as the Malaysian Tourism Promotion Board (MTPB). This body's aims include the increase in foreign exchange earnings, increasing employment opportunities and developing potential tourism attractions, especially in the hinterland.

In the 1980s, the government began to encourage private sector tourism development with more incentives given for development of accommodation, visitor centre facilities and manpower development by creating more job opportunities (Khalifah and Tahir, 1997). During the Fifth Malaysian Plan 1986-1990, apart from developing the primary tourist nodes such as Kuala Lumpur and Penang, the development of secondary tourist nodes was also emphasized, especially the coastal resorts (Wong, 1990). The Seventh Malaysian Plan (1996- 2000) provided more extensive development of tourism products, marketing and promotion, private sector involvement and local participation (Hall, 1997). The industry has had full support in terms of funding, planning, coordination, regulation and enforcement. Government commitment to the tourism industry in Malaysia is also reflected in the increased spending on the development of tourism infrastructure, marketing and promotions during each Malaysian Plan, from

RM17.2 million in the Second Malaysian Plan to RM 966 million in the Seventh Malaysian Plan (Hall, 1997; Khalifah and Tahir,1997).

The commitment from the government and the private sector has seen a significant growth in the numbers of tourist arrivals to Malaysia with visitors' arrivals increasing from 5.5 million in 1998 to 7.9 million in 1999 and generating RM 12 billion in foreign exchange earnings (MTPB, 2000). This momentum continued throughout the year 2000 and early 2001, until the terrorist attack on the U.S. During the first eight months the country drew 10.2 million tourists but 50 % of room reservations by distant tourists were cancelled after September 11 (MAH, 2002). This was followed by a series of unfortunate events from 2002 to 2003, such as war in Afghanistan and Iraq, the Bali bombing, SARS and others which caused the international tourist arrivals into Malaysia to drop back. Table 1.1 shows tourist arrivals and receipts from 1992 to 2003.

Table 1.1: Tourist arrivals and receipts 1992 - 2003

Year	Tourist Arrival	% Growth	Total Revenue (RM million)	% Growth
1992	6, 016,209	+ 2.9	4,595	+ 7.3
1993	6, 503,806	+ 8.1	5,066	+ 10.2
1994	7, 179,229	+ 10.7	8,298	+ 63.8
1995	7, 468,749	+ 3.8	9,175	+ 10.6
1996	7, 138,452	+ 10.7	8,298	+ 63.8
1997	7, 468,749	- 13.0	9,700	- 6.3
1998	5, 500,000	- 10.0	8,600	- 1.5
1999	7, 931,149	+ 42.9	12,321	+ 43.6
2000	10, 201,732	+ 28.6	17,350	+ 40.8
2001	10, 625,100	+ 4.1	18,210	+ 4.9
2002	7, 825, 674	- 26.3	11,254	- 38.2
2003	7, 654,246	- 2.2	10,458	- 7.1

Source: Malaysian Tourism Promotion Board, 2003 and the Malaysian Economic Report, 2003

Despite slow recovery of the economy due to unpredicted world events, demand for manpower, especially for young graduates is still a major issue for tourism and hospitality as well as other industries in Malaysia (Hashim, 2001). In fact, the skilled manpower shortages have long been expected by both the private sector and the government and the issues have been addressed since the Sixth Malaysian Plan (1991 - 1995). In general, the demand for labour in Malaysia is growing at a rate of 2.8 per cent per annum and is expected to reach 9.3 million persons in 2005 (Malaysian Economic Report, 2001/2002). A significant 421,400 of new jobs will be needed between 2000 to 2005 especially for young graduates in the service sectors which includes the tourism and the hospitality industry (Malaysian Economic Report, 2001/2002). At present, the government is allowing the use of foreign labour as a temporary policy in dealing with labour shortages and over half a million foreign workers have entered the Malaysian labour market.

In the tourism and hospitality industry, accommodation represents the largest total of employment with the average age between 23 and 40 years. Besides that, food and beverage operations such as restaurants, canteens, cafeterias, and cafés and fast food outlets also employ large numbers of people. According to the Malaysia Tourist Promotion Board (MTPB, 1999) the hotel and restaurant industry employed 103,833 full time workers and will need to recruit an additional 91,928 new positions between 2000 and 2005. This projection, furthermore, did not include the managerial and management positions especially in the food and beverage departments. This shows that the demand for skilled workers in the country is outpacing supply.

To rectify the problem, government intervention through the Ministry of Education, the Ministry of Culture, Art and Tourism and the Ministry of Human Resource has implemented various measures to increase the number of qualified personnel available to the tourism and hospitality industry. Some of these measures include:

1. Enhancement of accessibility to education through developing, coordinating and upgrading the existing training facilities.
2. Encouraging the opening of new hospitality institutions by the Revising Education Act 1992.
3. Increasing student enrolment especially in all public and hospitality institutions.
4. Attracting more school leavers to hospitality programmes by downgrading the entrance criteria

As a result, the last ten years have seen considerable growth and proliferation of hospitality institutions in Malaysia. Not only are the existing programmes growing, but numerous new programme are starting. For example, the MARA University of Technology through the faculty of Hotel and Tourism Management has expanded and started four major courses in hospitality at two of its branch campuses and created a higher level programme by introducing a Bachelor's degree in 1995. The Ministry of Education also operates technical institutions and polytechnics to increase the training available in Malaysia. In 2002, there were 70 vocational schools in addition to normal academic secondary schools. Emphasis is given to practical work and more courses are related to industrial occupations. In fact, many of these schools now offer catering and service management courses to prepare high school students for an earlier career in the hospitality industry. At the certificate and diploma level, the government has also established a total of 19 polytechnics to provide courses of study mainly in crafts

(hospitality), technical and engineering fields at sub-professional level and two of them offer hospitality programmes (MOE, 2001)

As the government alone cannot provide a sufficient supply to the industry, the private sector has been urged to play an important role in the national development. The private sector involvement in tertiary level education has brought about the proliferation of private hospitality institutions of higher education in the country. They were established to accommodate the high demand for university training in fields in which employment opportunities are higher. Today six private sector institutions and colleges are offering different courses in hospitality management, modelled on syllabuses available in USA, United Kingdom, France and Switzerland. They include Kolej Damansara Utama, Sunway College, Taylor's College, Institut Tun Abdul Razak, PERNAS Hotel School and Food Institute of Malaysia. These institutions are authorised only for certificate and diploma courses. However, realising the importance of the private sector contribution in the provision of manpower to the industry, the government has encouraged its expansion through establishing some collaboration with foreign universities. This collaboration comes in various forms including twinning programmes, credit transfers or advance standing programmes. These twinning arrangements are either a 1+ 2 arrangement (i.e. one year at a local private college and two years in an overseas twinning university), or 2+2 (i.e. two years local and two years overseas), or 2+1 (i.e. two years local and one year overseas). At first degree level, foreign universities through these special linkage programmes confer the degrees. For example, PERNAS Hotel School is collaborating with Vatel Institutes, France, Taylor's College of Hotel and Restaurant Management with the Academie de

Grenoble, France and Kolej Damansara Utama with Johnson and Wales University, USA.

1.3 Specific Problem and Research Scope

Hospitality education is now playing a significant role in supporting the human resources needs and development within the industry in Malaysia. It is responsible for ensuring a continual supply of qualified graduates in response to the increasing demand from the industry. MARA University of Technology through its Faculty of Hotel and Tourism Management, Polytechnics and other public and private colleges is the main provider. It has been forecast by the Ministry of Tourism, Culture and Arts that an increase in various positions in all hospitality sectors will be available by 2003 (Kadir, 2002). At the same time, Malaysian higher education will also experience an annual growth of 5% in overall students by the same year (Mohamed, 2000). An increase in enrolments in the hospitality programme is predicted due to overwhelming demand and lack of skilled and trained personnel in all sectors of the hospitality industry. At some of the institutions, the student enrolments have increased two fold and possibly higher. According to the official figures released by the Ministry of Education the annual student enrolment in hospitality institutions has increased from 2000 in 1999 to about 4500 in 2001 (MOE, 2002).

Despite the use of competitive entry, minimum age and educational requirement the industry is still facing the problem of shortage of supply, job hopping, employee turnover and poor transfer of fresh hospitality management graduates into the industry (Goldsmith and Zahari, 1993; Naresh, 2001; Hashim, 2001). Overall, the deficit in the

number and the poor transfer of graduates into the industry were found to be the most important problem in the Malaysian hospitality industry. This is further exacerbated as reported by many human resource managers that fresh hospitality graduates work in the hotel industry for just a few months before moving to either gain experience or through a process of trial and error seeking a more acceptable job in another industry (MAH, 1996; 1997).

Based on a tracer study undertaken by the Faculty of Hotel and Tourism Management, MARA University of Technology, around 70 % of hospitality graduates from the faculty were not working in the hospitality or related industries (Abdul Talib,1997). In a recent study, out of 362 hospitality graduates only 100 were working directly in the tourism and hospitality industry (Alumni MARA University of Technology, 2000). It appears that many hospitality students become considerably less interested in working or staying in this career as their first choice. It might also be argued that the exposure within the programme may introduce them to a wide range of influences or uncontrollable factors. Industry experience, maturity and educational influences might alter their career intentions and change their commitment over time. Having briefly introduced the problem, this study aims to investigate the factors moderating Malaysian hospitality student selection of tertiary education institutions, programmes and intended subsequent career. The details of the objectives are discussed further in Chapter Three.

1.4 Structure of Thesis

This thesis is organised into eleven chapters beginning with this introductory chapter which has briefly identified the problem setting. Chapter Two reviews the literature on the subject matter of the study and this is discussed under four broad headings. The first area discusses the trends of labour markets and the nature and characteristics of the industry. The key issues revolve around the demand and supply of young people, the poor image of hospitality as an employer centring on high labour turn over, work stress and job dissatisfaction. As future success of the hospitality industry may well depend on its ability to attract and retain the young and new college graduates into the industry, the perceptions of and attitudes and the potential attraction of these young people towards hospitality programmes and the industry are emphasised in the second and third sections of the review.

Consideration is also given to the published literature relating to the development of the self concept of young people in deciding upon career intention and choice (Ginzberg, 1951; Super, 1980; Herriot, 1984). However, the central themes of this research project is based on the previous work by Fraser (2000) who identified the core concept related to the changes in hospitality students' intentions towards pursuing a career in the hospitality industry from Ajzen and Fishbein's (1980) theory of Reasoned Action. For the benefit of completeness, the fundamental model of this theory is reiterated and discussed in this chapter, as it is associated with the relationship between attitudes towards a behaviour intention and the act of undertaking the behaviour.

Chapter Three describes the specific objectives of the study which are to identify whether specific factors influence hospitality students toward career and educational training programme choices and their subsequent intention to pursue a career in hospitality. A developed research model for the study is also included in this chapter. Subsequent to the research objectives and model, the research approach, method and survey employed in this research are discussed. Chapter Four also describes the development and administration of the instrument used to gather respondents' ratings which form the bases of measurements over time.

Chapter Five describes the respondent profiles from two data collection rounds which present the average percentage and frequency of each independent variable used. Chapter Six reports and briefly discusses the overall results obtained from both rounds of data collection. The different ratings of all responses to each item within each round are defined by calculating measures of centrality or mean scores and measures of dispersion or the range of standard deviation can be seen. Discussions on some points of interest from the data analysis are started at this point and continue through the succeeding chapters.

Whether there are any similarities and differences in perceptions and attitudes between respondents from public and private institutions taking part in this study is presented in Chapter Seven. Analysis in Chapter Eight is divided into two parts. The first determines whether statistically significant differences exist in each data round between sub-groups of independent variables based on overall data. Subsequently, more in depth statistical analysis is reported in the second part of the chapter. The approach taken is to compare the respondents' scores between rounds using paired

sample t- tests, along with examination of differences between each of the three different levels of study programmes using group statistics. These analyses are done using groups of independent variables that are identified by mean of the factor analysis reported in Chapter Six. This analysis also provides information on the extent and direction of change in career commitment and intention of respondents to pursue a career in the hospitality industry. The qualitative data collected during the second round of the study in March 2002 is discussed in Chapter Nine. Finally, a summary of findings and overall discussion of the research are explored in Chapter Ten with the conclusions and recommendations in Chapter Eleven.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The term “labour market” refers to the supply of workers looking for jobs and the jobs available in a given area. When jobs are plentiful, employers obviously have a harder time finding the people they want, and workers are more particular about the jobs they will accept. When jobs are scarce, workers will settle for less and employers have a better choice.

In the hospitality industry, it is not difficult to find articles about the labour shortage issue. The literature suggests that the hospitality industries of the developed world are experiencing labour shortages and can expect to face greater shortages in the future (Lockwood and Guerrier, 1990). Where growth forecasts are generally optimistic, as in the UK and the USA, the issue of fulfilling the industry's labour needs to sustain such growth has become serious (Choi, Wood and Murrmann, 2000).

The labour shortage issue is receiving the attention of many people in the hospitality industry. As the industry continues to grow more rapidly, it will face the critical question of whether there is a way to achieve a balance between demand by industry and supply of labour from training institutions. To help answer this question, it is necessary to review the nature, characteristics and trends of the hospitality labour market. However, for the purpose of this study the literature will focus more on the supply rather than demand side of the hospitality industry.

2.2 The Nature, Characteristics and Trends of the Labour Market in the Hospitality Industry

As noted in Chapter 1, the hospitality industry is continuing to provide fertile ground for both entry level employment and long term careers despite periodic recession, instability and changes in the world tourist pattern. The industry is diverse in terms of both the types of jobs offered and the nature of the individuals it requires. The spectrum of occupations ranges from that of the unskilled porter to the highly skilled manager. These include many food and bar service staff, commercial, cooking, maintenance and clerical staff. The industry is, in fact, now the largest employer of labour in many countries. Many commentators noted that the industry has continued to grow and has created more demand, especially for the young suitably skilled, qualified and motivated managers (Guerra and Peroni, 1991; Purcell and Quinn, 1996; Callan, 1996; Ineson and Kempa, 1997).

Guerra and Peroni (1991) have shown that there has been a marked trend toward the creation of new employment which contrasts sharply with the average employment trends in other major economic sectors, such as agriculture and other industries in general. Guerra and Peroni (1991) also identified two reasons for this trend, the first is the constant growth in tourist product consumption; the second is internal to the system and is closely associated with the nature and methods of creating and providing hotel catering services. In the provision of these services, the factor that determines their quality is the human element, the intermediary and point of contact between the physical structures of the hotel or restaurant and the people acquiring those services. However, Guerra and Peroni (1991) pointed out in their report on the hospitality industry in seven EU countries (Germany, Spain, France, Greece, Italy, Portugal and

the United Kingdom) that the dynamic growth in the number of jobs is not matched by similar growth in the supply of manpower. Several commentators have referred to this as the “demographic time bomb” (Keep, 1990; Lucas and Jeffries, 1991; Purcell 1993). For their part, Guerra and Peroni (1991) contended that the decline in the number of people taking up jobs and the high turnover of employees meant that a large body of people are only temporarily employed in the industry, preventing profitable recourse to training especially for low- skilled jobs and new personnel.

Another related concern is the effect of demographic trends on the nature of the world labour force. For instance, in the UK, Lucas and Jeffries (1991) discussed the implication of the decline in the number of school -leavers at the same time as the demand for labour in the tourism and hospitality industry is expected to continue growing. Lucas (1993) also noted that the number of young people under 35 in the labour force will continue to decline between 1992 and 2003 by 1.3 million, while the numbers of those aged between 35 and 54 will rise by 1.9 million.

The result of this phenomenon is expected to be stiff competition for youth, and the tourism and hospitality industry will be affected badly compared to other industries because of its poor image (Lucas and Jeffries, 1991). These negative images have been revealed in the general hospitality literature as well as in more specific studies. Pizam (1982) and Cooper and Sherperd (1997) have viewed hospitality as offering a lower career potential, inferior pay and benefits and less sophisticated personnel policies. Similarly Getz (1994) and Sindiga (1994) suggested that jobs in hospitality were largely perceived by youth to be undesirable. Their work also suggests that, despite high levels of direct experience, a career in this sector has a bad and worsening

image. Other authors have identified the poor image of hospitality as an employer. Baum,(1993) and Koko and Guerrier (1994) commented that jobs in the hospitality industry were criticised for being physically repetitive, poorly paid and providing limited opportunities for participation and development.

In a survey conducted five years after the establishment of the hotel and tourism management programme in the Bahamas, O' Reilly (1983) as cited in Charles (1992a) found that more than half of the graduates responding were not directly involved in the industry. They noted lack of experience, a depressed tourism and hospitality industry and poor salaries as the main problems encountered in securing a suitable job upon graduation. Writing ten years after this research by O' Reilly, Charles (1992b) stated that tourism and hospitality still have a poor image among those who might become their future leaders. Dermody and Hollaway (1998) defined three major key obstacles that influence the young to take, or to leave a job in the industry. They are the perception that the hospitality business offers low pay, hard work, and long irregular hours.

Similar problems have been noted in other countries. Haywood and Maki (1991) as cited in Getz (1994) also commented that recruiting young employees into the Canadian tourism and hospitality industry is becoming more difficult, as is keeping workers in their jobs because of poor working conditions and high staff turnover. Commenting on research into conditions in the province of Alberta, McGinn and Binder (1991) found a general public perception that the industry was non-professional, with little career orientation, and dominated by jobs for people with low skills.

In many service based industries notably in the area of food services, lodging and attractions, employers traditionally have relied on teens for unskilled labour through part time work (Milman,1999). For example, in the United States the Census Bureau estimated that the number of 13- 19 year olds should be around 29.7 million by 2005, up 22% from the 24.3 million reported in 1993 (Milman,1999). He argued that from a hospitality management perspective, this group cannot be overlooked as a long term labour supply source, because employing teens is not an easy task. First, employers are challenged with unique recruiting, selection, training including retention, job enrichment and motivation. Secondly, these were also seen as potential causes for increased staff turnover, as such recruits would be less likely to have their employment needs met by the hospitality industry.

Crandall (1992) pointed out that younger employees are more likely to voluntarily leave the organization than the older employees because of unmet job expectations and, or less need to financially support dependants. This would occur when a young employee has few opportunities to compare one job with another but as an employee ages his/her ability to compare the qualities of different jobs becomes more accurate. Younger employees also typically have few dependants and thus, there is less need to stay with the job for financial reasons.

Lam and Xiao (2000) found that young and new recruit employees had a high intention to quit the job, or leave the hospitality industry when they found that the salary package of the industry was not as competitive as others, and the pressure at work was unexpectedly high. Tempted by better conditions, higher salaries and increased

opportunities for career progression, the young hospitality graduates were turning their backs on the industry and being recruited by large retailing companies (Leslie, 1991)

Other issues of concern among the researchers in the hospitality industry are work stress and job dissatisfaction (Weatherly and Tansik, 1992; Ross, 1995; 1997).

According to Ross (1995; 1997) work stress is one of the most important issues facing the hospitality industry in this decade. It has the potential to affect the performance of all levels of staff, ranging from senior management to young and newly employed.

Work stress may well lead to a diminution of service quality, a vital ingredient in the success of the industry. There have been numerous reports in the literature in other areas that high levels of perceived work stress are associated with low levels of job satisfaction. Landsbergis (1988), for instance, found in the study of hospital employees that the experience of work stress was predictive of job dissatisfaction.

Similar results have been reported by Cummin (1990). Ross (1995) found that management and employee work conflicts were the cause of work stress in the hospitality industry. Four major stress responses have emerged in his study involving work role, skill input, management communication and more worker family input. He argued that such stress, if unresolved leads to job dissatisfaction among the staff and increases the intention to leave the industry.

According to Schlesinger and Heskett (1991), cited in Pizam and Ellis (1999) the cause of job dissatisfaction among front line and customer contact employees was the poor wages, lack of career opportunities, insufficient training, repetitive tasks and lack of control over one's job. Additional causes of job dissatisfaction, according to Koko and Guerrier (1994) may be found among individuals who have attained qualifications

above those required for the position in which they are employed. This can result in a personal sense of under-employment which is exacerbated by a flattening organisational structure, reducing the available promotional opportunities.

Despite the negative images, the change in demand and supply of labour and the pattern of service undoubtedly influence worker employment trends in the hospitality industry. The increasingly competitive nature of today's service environment demands efficiency and requires greater levels of employee skills (Wild, 1998). For example, growth in the Asia Pacific accommodation sector between 1989 and 1993 was 30 percent and required all ranges of skills (Shay and Tracey, 1997) and if not for the economic down turn, this region would have witnessed the world's largest long term growth (Barber and Pittaway, 2000). Many commentators believe that the hospitality industry will become ever more important and needs to redefine the work practices and life style of management and change its image to attract and retain the best possible entry level candidates and talented people in order to maintain the efficiency of the service quality (Barron and Maxwell, 1993; Purcell and Quinn, 1996; Sciarini and Wood, 1997). As Hawkes (1990) noted;

There is the possibility of redefining the work practices and life style management in the hospitality industry to fit the demand for more leisure and commitment to career. A move of this kind would push up costs, however, just at a time when the competition for business looks as fierce as ever (p. 15).

Considering these points together, some hospitality organizations have spent countless hours measuring and creating ways to select and to retain the most suitable employees, in order to meet industry needs, as well as reduce labour turnover. Dermody and

Holloway (1998) pointed out that recruiting entry level managers is substantially different from recruiting managers already in the industry. They offer a framework to the industry practitioners called “Management Career Package” to attract and retain new college graduates. This package which aims to recruit and retain new college graduates includes aggressively promoting training opportunities, increasing management- trainee contact with mid- and upper level executives, using awards and recognition liberally, awarding good promotion and accepting the trainee into the management culture and acknowledging the needs and influence of families.

Beyond this, is the argument that industry policies with regard to matters such as remuneration, career advancement, personal challenge, job satisfaction and job security need to be reviewed. These issues are the motivational factors and positively contribute to reduced attrition among the existing and newly recruited employees (Chitiris, 1990; Charles, 1992b; Dermody and Holloway, 1998). Morgan (1990) presented the case that hospitality workers in lower positions attached greater importance to wages than those at higher levels. In fact, other extrinsic incentives such as flexible working conditions and creating an appealing working environment should be included in any recruiting promotional material used to attract especially young hospitality graduates (Milman, 1999).

Having good relationships with supervisors, working in a comfortable environment and receiving frequent supervisor recognition for jobs well done were considered an important aspect of the young employee's perception of job satisfaction (Pavesic and Brymer, 1990; Chen, Chu, and Wu, 2000). In fact, Debrah, (1993); Aquino, Griffeth

Allen, and Horn, (1997) revealed that poor interpersonal skills, especially between supervisor and employees had a large effect on employees' turnover.

Besides that, better communication on the part of hospitality industry management has clearly been found to be the preferred problem solving response in the stressful situation when a hospitality industry employee has been in conflict with a management figure. Research and real life experience indicate that two way communications can lead to commitment when employees have a voice in their organization. Satisfaction and retention are much greater. All employees, irrespective of some stereotypes, want to be involved and informed at some level (Wood,1990). At lower organisational levels, reduced role ambiguity, better supervisory support and communication processes by management, increased employee empowerment, better matching of training and skills to the actual demands of work and position, will all go towards reducing stress and reduced job dissatisfaction and turnover intention (Ross, 1995).

Other researchers such as Geissler and Martin,(1998); Okeiyi, Okeiyi and Bryant, (1998); Milman, (1999) noted that better manpower planning, recruiting, selection, orientation, socialization and development of educational and training programmes, played an important role in providing support for the unprecedented development of the industry. For the organization, there is support for the conclusion that real attempts are being made to focus on training and development opportunities. Employers appear to be explicit in their expectation of graduate recruits and these expectations appear to be understood by graduates themselves. At the same time, a number of conflicting demands and significant differences in expectation have been revealed. Graduate employees are concerned with issues of equity, job variety and context factors like pay

and conditions rather than career development opportunities which organizations may believe are important. Failure to develop HR strategies which focus on areas of importance, may actually be working against the development of relational contracts, with graduate employees exploiting training and development programmes before leaving the sector for better conditions and more interesting work elsewhere.

2.3 Perceptions and Attitudes of Youth Towards a Hospitality Career

While it has been recognised for some time that the hospitality industry faces a number of issues related to its poor image, quality of work life, customer satisfaction, service quality and employee attitudes, one area which has received less attention is that of the perceptions and attitudes of young people or those individuals who are potentially likely to pursue a career in hospitality workforce in the future. Some work has been done in regard to tertiary students wanting to enter the tourism industry (see for example, Kusluvan and Kusluvan, 2000) and the hospitality industry (see for example Fraser, 2000; Barron and Maxwell, 1993).

The pioneering work by Ross (1991;1993) found that school leavers had positive attitudes towards potential careers and had a high level of interest in management positions in the tourism and hospitality industry. He argued that the hospitality industry was regarded as holding considerable promise for future employment and career prospects in many countries such as Australia. In his later study, Ross (1997) examined travel agency employment perceptions and preferences among secondary school leavers and stated that travel agency employment was favoured among potential hospitality industry employees. He further suggested that there is a need for greater

understanding of the beliefs and intentions of school leavers in Australia for better labour force planning and career guidance so that they accept that tourism jobs are worth considering.

However, a longitudinal study in Spey Valley in Scotland by Getz (1994) demonstrates that the hospitality sector was a relatively unattractive option for the high school students. The desire to pursue a career in hospitality employment had become much more negative over the 14 year period of the study. While some of this was due to a downturn in regional economies, jobs in the tourism and hospitality industry were largely perceived as undesirable. Getz suggested that some potential appears to exist for attracting youth into the industry through internships or co-operative education between schools and industry to help the school leavers to better understand the career prospects in the hospitality industry.

Airey and Frontisis (1997) supported Getz' work by suggesting that career support and improvement in basic hospitality education are really crucial in providing the young with a relatively broad and realistic view of career options. Comparing the attitudes of secondary students towards careers in hospitality in Greece and the United Kingdom, they identified that the Greek students had positive attitudes towards hospitality employment. This positive view however, was tempered by their suggestion that it was in part due to the students relatively unrealistic views about careers in the industry, their limited experience as hospitality consumers and the employment structure in Greece. Whereas in the UK, a better-established career support system works well in preparing the students with a realistic view of career options.

Differences in students' level of experience and differences in the employment structures of the two countries played an important part in forming these attitudes.

Beside the secondary school students, the attitudes of students who are studying hospitality management are particularly important because this group is more than casually interested in hospitality and they are the individuals who potentially will hold management positions in the industry. Charles (1992a) identified that undergraduate students in the Bahamas generally have positive attitudes towards a career in hospitality and perceive the industry as exciting, stimulating and developing creativity, but dislike the potentially disruptive effect their career could have on their personal, family and social life. Their interest appears to be decreasing over time and they have been most influenced in their view by their internship experience. This finding was supported by Barron and Maxwell (1993) who compared the attitudes of undergraduate students in their induction week at the start of their hospitality management course with the students in their first week back at their institutions to continue their hospitality management course, after a period of practical training at undergraduate level. They found marked disparity in the view held about hospitality between students embarking on their hospitality management course and the students who had completed their work experience in the industry. The differences lie between perception and experience of the industry with new students holding positive views, whereas the more experienced students generally held negative views. Student expectations of good career opportunities, good training and treatment of staff by employers and that the job does not demand a capacity effort changed to a perception of the industry as being not lucrative and responsible for poor treatment of manual

staff. Similarly, Warsyzak (1997) identified in Australia that students' assessment about the hospitality industry became less positive after post work experiences.

In the recent study, Kusluvan and Kusluvan (2000) reported that students' positive attitudes toward different aspects of working in the tourism and hospitality decreased after practical work experience. Some of the factors which seemed to account for the decline in students' attitudes included job stress, lack of family life owing to the nature of the work, long working hours, exhausting and seasonal (unstable) jobs and the low social status of a hospitality job. According to them the unfavourable evaluations of job aspects among the Turkish undergraduate students were due to insufficient information about careers and working condition in the tourism industry. They suggested that career guidance and orientation should be made more efficient at the secondary school level in order for qualified tourism students to have more positive attitudes about working in the tourism industry.

It was identified by West and Jamieson (1990) that an increase in various exposures reduced a student's commitment to taking employment in the industry. Similarly, Purcell and Quinn (1996) pointed out that supervised work experience was considered as a key contributor to reducing students' level of commitment towards the industry as a career choice. It was found that the higher transfer rate into the industry among the Higher National Diploma students, as compared to the undergraduate programme students, that she identified, may also reflect a higher level of vocational commitment among this group. Through his longitudinal study in New Zealand, Fraser (2000) ascertained that students' perceptions, aspirations and expectations along with career commitment towards hospitality employment steadily declined over time.

Interestingly, such changes in perception about the chosen career were noticed among the undergraduates, Higher National Diploma, and one year certificate students in all hospitality institutions across the country. In fact, levels of commitments are not directly related to sex, qualifications, levels of industry knowledge and prior experience. He pointed out that young graduates are more likely to be seduced away from hospitality by other industries, and warned that industries will keep losing the young skilled worker if the employment practices are not altered. In another study, Pavesic and Byrmer (1990) reported that a significant number of hospitality graduates changed their job to another industry a year after graduating. Among the reasons given were: the poor pay for the hours of work, little recognition for efforts made, or lack of opportunity to progress, long hours and stress at work, as well as not receiving acknowledgement of qualifications gained.

2.4 Attraction and Training of the Young in Hospitality

Many commentators still believe that the future success of the hospitality industry may well depend on its ability to attract and retain the young and new college graduates into the industry (Jayawardena, 2001; Sciarini and Wood, 1997; Purcell and Quinn, 1996). Calls have long been made for the industry to develop better manpower planning and for the development of national and educational training to direct young people into hospitality programmes and the industry (PATA, 1992). In fact, the Council of Hotel, Restaurant, and Institutional Education (CHRIE, 1996) discussed the state of industry and hospitality education in several Asian countries and also concluded that job opportunities for students with hospitality degrees are likely to

improve in countries which are experiencing rapidly growing tourism. Educators were urged to develop interest among the school leavers in the programme and the industry.

In considering the level of student interest in the hospitality programme, Davidson and Tideswell (1998) found that job and industry factors such as career prospects and interest were the number one determinant of choice in selecting a hospitality programme among undergraduate students across all institutions in Australia.

However, the growth in hospitality in the country serves to amplify the point that students see their degree as a rite of passage to a job and career. Furthermore, downgrading of entrance criteria is used by the institutions as a mechanism to attract more students into hospitality management. Similarly, Hobson (1995a) reported that due to industry growth many students especially in the Asian countries of China, Indonesia, Thailand, Singapore and Malaysia have started to choose hospitality programmes without knowing much about the industry. It has been argued by Barron and Maxwell (1993) that many new entrants to hospitality institutions may well have an illusory image of the industry as glamorous and probably hold unrealistic perceptions. They suggested that a requirement for students to undertake a period of employment in the industry prior to enrolling may be one of the ways of ensuring more realistic expectations among students. Also there should be close scrutiny of the student selection procedure in order to ensure that it has true validity and is not a mere token exercise. In fact, Ineson (1996) suggested prior industry knowledge should be considered an important criterion in the selection of students for vocational degrees and if such assessment is undertaken, it may lead to the likelihood of successful completion of the programme.

It must also be recognised that not all students are necessarily accepted into the programme solely on the basis of long term interest, but rather on other factors. It may also be that some students made a later decision to select the hospitality programme without knowing about the industry. Okeiyi, Okeiyi, and Bryant (1998) in the United States made a comparison of students' attitudes from three predominantly black universities and one predominantly white university. They found that white American students were significantly influenced by career prospects, while black Americans looked at the number of black minority students enrolled in the programme in their decision to select a hospitality programme. Bloomquist (1998) similarly reported that a large number of students in her study indicated that they had a career interest in hospitality while they were in high school, but decided to enrol in the programme after arriving at the university in which the programme was located. Although, both studies did not identify how realistic was the students' interest or the relationship of their interest to working in the industry, the result supported the evidence that because of limited resources being applied early in education process, students may not have the necessary preparation and knowledge to pursue their preferred career (Jarvis, 1994).

Based on the above reports, the educational factors were not found to be ranked as highly important as compared to job factors by the students. It could be argued that the educational determinants may have been taken for granted, as many studies focused on students who were already at university, rather than before they enrolled in the programme. However, Barron (1997) reported that half of his respondents chose the particular university because they received an offer and because of the good reputation of the university. O' Mahony, McWilliam and Whitelaw (2001) also identified that a substantial number of Australian students chose hospitality

programmes based on the reputation and availability of a particular course of study rather than career interest. In fact, more than half their respondents chose to attend college even before choosing a career. This seems to suggest that the choice of a hospitality course at university level probably was a second or third preference as compared to other disciplines. This also supports the previous notion that some students were accepted into programmes because they achieved the entry requirement rather than for career interest. This is in line with Hing and Lomo (1997) who identified that many students enrol in hospitality programmes having a vague idea of their goal, hoping that during their study programme they will gain a better understanding of management issues, their future aspirations and career opportunities. They further argued that some of the students may have become disillusioned, have given up their studies, or look for an alternative career after completing the programme, if they found that career was not suited to their interest.

It should also be recognised at this point that the Malaysian public higher institutions entry system is based on high school examination and it is the result of those examinations that determines their Tertiary Entrance Rank. Applications are made through the Centre Unit of University Selection (MOE, 2002). Some students chose their programme and career simultaneously based on their results. Students' grades are matched to the institutions for which they have declared their preference in the application. The higher the score the more likely it is that the student will be admitted to the course of his or her choice. However, many students accept places on courses because this is what they have been offered according to their grades, although it could be the last preference on their list. Consequently, although commitment to the course is minimal, this is outweighed by the idea that any place at university or college is

coveted, irrespective of the discipline. For those prospective students who found that their examination scores were too low to allow public institution admission, there is a chance to pursue their interest and a career in the hospitality industry through private colleges.

In relation to career advice, Purcell (1993) identified that students who made career decisions in high school were influenced by parents or guardians, peers or friends in choosing the hospitality programme. This finding is supported by other studies which noted that parents and families were the most influential forces in determining students' attitudes and career choice (Cothran and Combrink, 1999; Sciarini and Wood, 1997). Young (1994) described parents as the primary providers of encouragement for their children to reach vocational goals. However, studies also showed that parental attitudes towards the hospitality industry were often negative and many parents still believed that industry jobs were confined to hamburger - flipping and bed making and provided a limited range of professional level jobs. Parents tended to transfer those perceptions to their children and discourage them from taking hospitality programmes (Machatton, 1997). In the recent study by O' Mahony, McWilliam and Whitelaw (2001), it was identified that the role of parents, teachers, school counsellors and peers was not rated as an important influence in student leavers' decisions to enrol in a hospitality degree at Victoria University in Melbourne, Australia, as compared to the mass media.

It has also been reasonably demonstrated that insufficient career guidance and inadequate information about the industry causes unrealistic perceptions and expectations of hospitality jobs among the hospitality graduates. Helms and Adcock

(1992) pointed out that lack of information and career knowledge caused the creation of misconception and unwarranted negative attitudes and was often associated with lack of opportunities. They further argued that misconceptions about any particular programme or career could cause bright and talented individual students to avoid any consideration of the occupation as a viable career option. Secondary students needed to be informed about the industry so that their decisions about choosing a programme and a hospitality career were based on choice rather than by chance (Barron and Maxwell, 1993). If more information on the job characteristics and career opportunities was disseminated to the students, shifts occurred in the way the students viewed the programme and a hospitality career. With little information, students' interest was driven by perceived comparison with other career opportunities in other industries. However, it was also argued that irrespective of any career guidance received, students will start their tertiary studies with different views of what industry and career opportunities they are looking for. Some students might be interested in working in hotels, while others are looking at restaurants, or other sectors of the hospitality industry. This view however, might be changed again through the various exposures received during their study programme and exposure to the industry (Fraser, 2000).

2.5 The Concept of Career Intentions and Choices

It is difficult to explain the concept of career, owing to the multiplicity of disciplines and perspectives involved, from a range which may include sociological, anthropological, economic, political or geographical or psychological perspectives. Hughes (1958) defines "career " as a person's course or progress through life. This

brings in the notion that a career includes those aspects of work in which a person progresses or advances in employment in his life. Indeed, many researchers found difficulty in separating the notion of a career from jobs (Ashton and Field, 1976; Athur, 1989, London and Mone,1987). Driver (1982) used this term to describe four concepts which underlie a person's thinking about their career: transitory (moving from job to job with no particular pattern); steady - state (selecting a job or field early in life and staying in essentially one work role for life); linear (a field is chosen early in life and a plan for upward movement is developed and executed); and spiral (developing a different field for a period of time and moving on to a related or new area on a cyclic basis).

Walton and Mallon (2001) illustrated six emerging themes of career as advancement, enjoyment, personal development, learning, vocational selection (area of work) and change, which combine the traditional aspect with contemporary changes and the current business environment. They stated that advancement commonly associated the individual with a variety of different ideas that related to upward movement (e.g. progression, climbing ladders, gaining promotion) to a higher level or hierarchical progress and increasing responsibilities. Enjoyment was cited as being integral to a career relating to satisfaction, contentment, happiness and excitement with work. It also includes such notions as being involved with jobs that give pleasure and personal satisfaction. Personal development was considered important in a career because it gave a framework to individual goals and a measurement of success. These themes included setting goals and having work aims and objectives more personal to the individual. It also described the personal side of the status passage in a career as individuals move within, or across organizations.

A career was also believed to be an ever evolving learning process which developed skill and a knowledge base. It was seen as fundamentally linked with advancement and gaining skills and qualifications that can be marketed as career capital to enhance the individual's future opportunities. The last two themes are considered suited to the present study as they regard a career as "a chosen profession in a particular area or occupation and a means for change". Furthermore, the change is not only confined to the area of work, but includes changes that typically occur in personal life. They further noted that the terms of change and chosen profession were used interchangeably with transition and career choices as part of young people's career development. These concepts fit with Super's (1980) broadest possible definition of career as being "the combination and sequence of roles played by a person during the course of a lifetime". Super's idea of change simultaneously involved the combination of roles of the lifestyle and the process of choosing and adjusting the career as a result of time and experience. He further argued that during this process the individual will be involved in more than one role and more than one theatre.

The four principal theatres described by Super are the home, the community, the school and college and the work place. In relation to this, it appears to the young that they will experience change in all the theatres, or in moving from one type of institution to another in their lifetime. In the context of this study, the hospitality students are presumed to have experienced the shift and change process and may have noticed differences between the time they left secondary school and entered the college and during their three year study programme. As stated by Herriot (1984), the career development process among the students continues during the college year and the change is an on going process rather than a point in time. For instance, during the

education period the individual student learns to develop job related skills, maps career possibilities, goal, and chooses the career. However, later when the graduates leave the college they are undergoing a period of considerable change again in their self concept as they enter adulthood. They will face the transition period from roles as students to roles of workers in the organization. These significant changes will also occur in their world of work in which they continually strive to match their career goals. In fact, these changes have significant effects on their employment patterns and family life.

As previously noted by Walton and Mallon (2001) careers were also regarded as chosen professions in particular areas or manifestation of career choices. These terms are appropriate as they relate to college students' degree of uncertainty over career choice and commitment to a future career. In other words, making a career choice through selection of a college major and pursuing the appropriate programme of studies may be a function of vocational choices.

Developmental career theorists such Ginzberg (1951); Super (1963, 1984); and Holland (1968) have noted the importance of adolescent years in laying the foundation for future career and educational pursuits. Each of these theorists acknowledges adolescence as an important time in the development of career interest, perceptions of abilities, and knowledge of the world of work. In her early theory, Ginzberg (1951) suggested that the ultimate decision regarding career choice is not reached at a single moment of time, but through a series of decisions taken over a period of many years as part of the process of mental and physical maturation. She divided the process of career choice into three stages: the period of fantasy choice, extending from early

childhood to puberty; the period of tentative choice in early adolescence and lastly the period of realistic choice in early adulthood.

According to Ginzberg (1951), during the tentative period, the young person is steadily broadening their consideration of the element underlying their emerging choice. At first, their interest serves as the major (often the sole) basis for their choice. But, with the passage of time, new elements intervene, either internal or external and the young person becomes aware that their interests have altered or new ones have emerged. For instance, at the age of ten to fifteen, every youngster has a tentative target on their future career. However, their tentative plans change as they move through junior to senior high school. In fact, often before entering the college they have to decide on a particular career choice, plus there is increasing pressure because of age, peers, parental concern, mature interest and other forces.

Subsequently, during their senior year in the college they might reconsider their choices, or renew their exploration of a career. In the realistic period, a choice is made with the intention of realising it. The choice itself is characterised by a compromise between the aspirations of the individual and the opportunities offered by his environment; however, the time at which the realistic choice occurs, according to Ginzberg, is dependent on the level of maturity reached by the individual. For instance, soon after they begin to work they are likely to take a further step and specify their choice by moving from e.g. medicine to surgery, from physics to solid state physics or from economics to banking.

Besides that, Herriot (1984) argued that concept readiness is also considered important in the students' career choices process. These include both attitudinal factors such as planning and exploring and cognitive factors such as decision making and informational knowledge. He pointed out that a student who perceived luck to be an important influence on his or her career choice might be less likely to take career exploration and planning seriously. Planning involves foresight and knowledge of the actions necessary to pursue desired goals and time perspectives, which are considered an integral aspect of planning. Whereas, exploring entails engaging in a variety of activities that serve to expand the individual's knowledge of self and the world of work.

Super (1957) as one of the most significant career development theorists, began to expand the career concept adding to the Ginzberg theory. One of the main views of Super's theory is that career choice is a process of developing and implementing a self concept. This process relates how each individual has his own abilities, interests and personality and these characteristics qualify him to pursue occupational and career choices. He argues that the processes of choosing and adjusting to career choice cause change in the concept as a result of time and experience. In fact Super (1984) noted that the career choices process involves exploration of self concept, interests, developing work values, all levels of decision making, learning about opportunities and evaluation of education. Super (1963) bases part of his developmental approach on a theory of life stages. In each life stage there are developmental tasks to be mastered by individuals which contribute to increasing career maturity. These developmental stages are shown in Figure 2.1.

Figure 2.1: Comparison of Developmental life Stages and Career Development Task

Developmental Life Stages	Ages	School Level	Career Choice Developmental Task
1. Growth Stage	0 - 14	Elementary and Junior High	
2. Exploratory Stages	15 - 24		
a. Tentative Substage	15 - 17	High School	Crystallisation
b. Transition Substage	18 - 21	College or work	Specification
c. Trial Substage	22 - 24	Graduate school or work	Implementation
3. Establishment Stage	25 - 44		
a. Trial (with commitment) and stabilisation substage	25 - 30		Stabilisation
b. Advancement Substage	31 - 44		Consolidation
4. Maintenance Stage	45 - 65		
5. Decline Stage	65 +		

According to Super's self concept theory of career behaviour, most college students are in the exploratory stage (15 -24 years of age). This stage involves self examination, role tryouts and occupational exploration through the school, leisure activities and part - time work. Sub - stages of the exploratory stage include: (1) Tentative (15 -17 years), where choices are made and tried out in fantasy, discussion, courses and work; (2) Transition (18 -21 years), where entry into the labour market or professional training produces reality considerations about vocational choice; and (3) Trial (22-24 years), where a beginning is made as a seemingly appropriate field is located and tried out as a life work. In this case, a new student who has just entered the hospitality programme may have just been making tentative and transition choices by exploring their interest through the programme and they may have not made any formal commitment or direction to any particular branch or occupation within the industry. Their decision to take the programme may, or may not reflect their interest, knowledge, skills and experience. The concept of the exploratory stage which is

relevant to this study (Crystallisation and Specification) will be discussed further in commitment to career choices.

Meanwhile, Holland (1968) viewed the career choice as an expression of personality, reflecting also the individual's motivation, knowledge and ability. He, for example, assumed that an individual confronted with the problem of vocational choice and faced by a variety of environmental factors tends to develop a hierarchy of orientation congruent with his personality structure. He argued that in the choice of a career a person will be more likely to select a career which will result in satisfaction of personality related behaviour. Holland (1985) developed a typology of six different personal orientations to life; Realistic, Investigative, Artistic, Social, Enterprising and Conventional. He showed in his own research that students with different personality structures had significantly different academic aptitudes and career choices.

Frew and Shaw (1997) have used Holland's Personality Codes to examine the relationship between the codes and the career choices of hospitality and tourism students. They found that there was a strong association between students' career choices and Holland's six personality codes. They further noted that the personality type of students who had worked or experience in the industry differed from those who not had any industry experience.

2.6 Commitment to Career Choices Process

Another major issue or development task of late adolescence and early adulthood is commitment to career choices (Blau, 1988). This process which entails the development and specification of vocational options, generally culminates in a strong

attachment or commitment to career choices. During this process the individual must be able to tolerate the ambiguity, confusion and anxiety of exploring a variety of potential careers (Fuqua and Hartman, 1983). In general, commitment refers to a strong and pervasive sense of attachment to a set of beliefs, ideas and future direction (Nevill,1985). In addition, commitment has been described as a state of affirmation to, and confidence in a given set of ideas that are both well integrated with other beliefs and manifested in behaviour.

In the vocational realm, Blau (1988) pointed out that commitment to career choices encompasses a clear sense of one occupational or profession preference along with firm attachment to a particular vocational goal. He argues that by attaining a high level of commitment to career choices, individuals would be expected to develop specific plans for implementing their objective and would be prepared to overcome obstacles to achieve their career choices. However, Blau's concept of commitment to career choices only applied to the individual who was already involved in employment in their career field.

In relation to college students' vocational choices, Blustein (1989) defined the commitment to the career choices process as consisting of two independent concepts or variables. The first concept, vocational exploration and commitment, refers to individuals' openness to exploring various career options before committing to specific career choices. The second concept, tendency to foreclose, refers to individuals' tendency to prematurely commit to career choices without a thorough period of exploration and provisional commitment with regard to potential career choices. For example, students who believe strongly that only one occupation is meant for them

would indicate a strong tendency to match with their career choices. Both of these concepts have been shown to be related to college students either in positive aspects such as identity development, occupational certainty, some aspect of career decision making, or in negative aspects such as career indecision, fear of commitment, career confusion and lack of self esteem (Fuqua and Hartman,1983; Betz 1993)

One of the most prominent career development themes and decision making perspectives related to the above mentioned concepts is that individual students proceed through a sequence of stages, or phases in which they progress from relative absence of commitment to a phase in which their level of commitment to a career choice is strong or otherwise (Super, 1957; Jordaan, 1974). Jordaan (1974) argued that students in the early phase of this process are characterised by an uncommitted or undecided position with respect to career choices and an uneasiness in making career decisions. At this stage (middle to late adolescence), students tend to be in the initial stages of exploring educational and career choices. They also tend to experience a relative absence of confidence in their choices and a self- reported need to obtain more information about themselves and the vocational environment.

However, as individual students begin to gain exposure to various sources of information about themselves and the vocational world, their vocational options are thought to become increasingly circumscribed and crystallised (Super, 1957; Gottfredson, 1981). As suggested by career development theory, individual students who provisionally committed themselves to career choices would have opportunities to test their preferences in the educational and vocational environment, thus obtaining important feedback about their objectives (Jordaan, 1974). This process of exploring,

reflecting and then testing one's vocational options provides the individual student with a means of assessing the suitability of their vocational preferences in relation to environmental demands. At this point of time, individuals are generally prepared to identify occupational preferences of interest which become increasingly consistent across fields (i.e. the area of occupations, such as hospitality) to the point at which a preference is selected and provisional (temporary) commitment is attained (Gottfredson, 1981).

The next phase of this developmental stage is characterised by the specification of a logical set of career goals. This phase is achieved when an individual student attains a firm confident sense of commitment to one's career choice (Jordaan and Heyde, 1979; Super, 1957). Individuals who are highly committed to the career choices would be likely to report extensive environmental and self- exploration and would express confidence about their capacity to attain their career goal (Jordaan, 1974). These individuals also would have carefully considered potential barriers and would have expressed readiness to overcome some of these barriers in order to attain their objectives.

In relation to this study, one of the assumptions related to the concepts is that at the early stage of the hospitality programme, students, especially the new students tend to be in the exploratory stage relatively, or undecided with regard to their career choices. However, as they move through the programme, they will progress from a phase of being relatively uncommitted to a phase in which they develop a confident and firm level of commitment to a hospitality career, or else their commitment to this industry or decreases as they become more mature. More precisely, as individual students

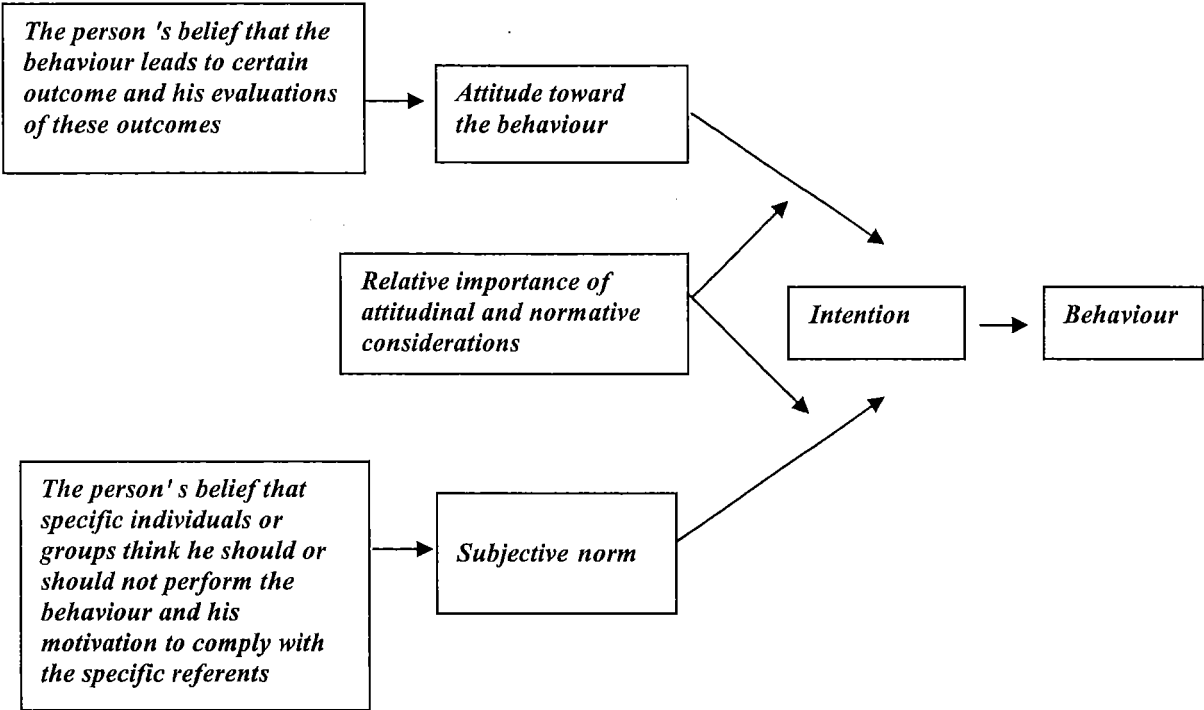
move from the first to the third year, they refine their decision as to whether they will commit to a career in the hospitality industry.

2.7 The Theory of Reasoned Action

It can be argued that, the main intention of students in choosing the hospitality programme is to obtain the academic qualifications which would qualify them to hold or at least aspire to the highest possible positions in the hospitality industry. However, during the development of their view about a career to pursue, some students may change their intention to pursue the original career choice because of varying levels of understanding about the industry. No doubt, some students may well have formed an understanding of the opportunities and challenges of the positive and negative aspects of the industry employment, and some may have less clear understanding, and may even be misinformed about the industry. It was believed that changes in individual students' attitudes and behaviour intention would be related to a strong belief about certain aspects of the industry. On the basis of investigating the extent of changes of individual students' attitudes and why their behaviour intention alters, the theory of Reasoned Action model (TRA) by Ajzen and Fishbein (1980) offers a general theoretical model of behaviour that can be readily applied to this domain. The theory is based on the view that people make a rationale of their actions before deciding to engage, or not engage in a given behaviour (Ajzen and Fishbein ,1980 p.5). This model provides a basis for understanding the changes in the intention to pursue a given set of behaviours which in this study context is the programme and a career in hospitality.

The TRA is a model of the relationship between attitudes towards undertaking a behaviour and the act of undertaking the behaviour. As illustrated in Figure 2.2, attitudes are posed as a determinant of behaviour through their effect on a person's intentions to undertake a behaviour.

Figure 2.2: Factors determining a person's behaviour (Ajzen and Fisbein, 1980:8)



Intentions are also considered to be subjected to motivations to comply with perceived social pressures from those whose opinion is important to the individual. A central concept is that attitudes are formed from beliefs regarding the consequences for the individual of performing a behaviour. These attitudinal beliefs are held to be subject to pressure from normative beliefs that one should conform to the views of one's peers. Attitudinal and normative beliefs are considered to form an intention to perform a

behaviour. Application of the model in this study is related to changes of behaviour intention that are undertaken, presumably dependent on time and maturity.

The relation between the determinants in the formation of intention is a linear function of attitude towards the behaviour and the subjective norm, which can be expressed algebraically as: $B \cong BI = w_1 AB + w_2 SN$, in which B is the behaviour, BI is behavioural intention, AB is the attitude toward the behaviour and SN is the subjective norm, w_1 and w_2 are weights indicating the relative importance of AB and SN.

According to the theory, an individual's behaviour intention is formed wholly from two determinants, attitude toward the behaviour and the subjective norm. Attitude toward the behaviour is defined as the sum of the salient beliefs associated with the performance of a behaviour. Salient beliefs are beliefs about the consequences, which are of importance to the individual, of him or her performing the behaviour. To form an attitude towards the behaviour, an evaluation is made of how good or bad each consequence will be. It can be either positive or negative, as it is derived from the sum of the relatively weighted determinants, which may themselves have either positive or negative value. For example, a person who believes that performing a given behaviour will lead to mostly positive outcomes will hold a favourable attitude towards performing the behaviour, while a person who believes that performing the behaviour will lead to mostly negative outcomes will hold an unfavourable attitude. In other words, attitude towards behaviour will be based upon what Ajzen and Fishbein (1980) termed behavioural belief

The subjective norm is a function of salient belief concerning the opinions of important others about the individual performing a behaviour. These beliefs, termed normative beliefs, are formed from beliefs about the opinions of other people, of the importance to individual performance. In other words, the intention of an individual to undertake or not undertake any given action is also to comply with social pressure that is put upon them. For example, a person who believes that most referents with whom he is motivated to comply think he should perform the behaviour, will perceive social pressure to do so. Conversely, a person who believes that most referents with whom he is motivated to comply think he should not perform the behaviour, social pressure is put on him to avoid performing the behaviour.

The TRA is built upon the view that intentions are wholly formed from attitudinal belief and normative beliefs. Ajzen and Fishbein (1980) class other possible variables that could affect intentions, such as attitudes toward people or institutions and personality traits, as external variables. External variables are held to have only an indirect effect on intention, through their influence on beliefs. Beliefs are therefore presented as immediate determinants of intention that mediate the influence of external variables on intention. On these grounds, Ajzen and Fishbein (1980) claim that their model can then be applied to a variety of behaviours, unhindered by the need to consider specific independent variables that may only pertain to the performance of a particular behaviour.

As the goal of TRA is to predict an individual's behaviour it has been successfully applied to the prediction of a wide variety of behaviours such as drug and alcohol use, voting, contraceptive use, breast feeding, blood donation, exercise, leisure activities

consumer behaviour and energy conservation (Ajzen and Fishbein, 1980; Ajzen and Driver, 1992; Kurland, 1995; Giles and Cairns, 1995). A comprehensive review by Sheppard, Hartwick and Warshaw (1988) found that, in their examination of eighty seven cases, the model produced an average correlation of 0.66 between belief and intention and an average correlation of 0.53 between intention and behaviour.

According to Vincent and Peplau (1998) the model was successful as it applied to young women's career behaviour. In a hospitality career, the only study that has tested the TRA in the domain of student career and employment has strong support for the model. Fraser (2000) used the theory to predict the changes of student intention to pursue a career and seek employment in the hospitality industry. Based on Fraser's experience, the application of the same model is used in this study related to students' behaviour intentions toward hospitality programmes and over time intervals, changes of behaviour intention are undertaken, presumably dependent on time and maturity.

Drawing upon a review of the TRA, the first major predictor in this research was students' attitudes, that is, their behaviour intention of choosing a specific vocational based study course with intentions to take a particular employment opportunity. In other words, it relates to students who intentionally choose to enrol in a three year diploma or degree programme and subsequently whether they will, or will not pursue a career in hospitality. It is argued here that over a time interval any changes in the individual belief and the result of the behaviour of undertaking the programme will presumably alter the attitudes and individual behaviour intention of seeking employment in the industry.

Ajzen and Fishbein (1980) repeatedly made a point that, in order for the TRA to predict behaviour successfully or for maximum prediction, intention must be measured as closely as possible in time to the observation of the behaviour. The longer the interval between measurement of intention and behaviour, they argue, the greater the likelihood that an unforeseen event will occur that will lead to changes in intention and be less predictive of actual behaviour. Nevertheless, the interest of this research was not focussed on actual behaviour, but rather on attitudes and beliefs about the behaviour of choosing a particular career. What is now being explored is how the strength of that intention varies in relation to attitudes and beliefs about hospitality employment as well as independent variables such as age, gender, type of institutions and the stage of the study programme. Thus, to measure student attitudes toward behaviour, which in this context meant choosing the programme and direction, or intention to seek a career in hospitality, questions were constructed by asking individual students items such as:

- * *I expect this course will only qualify me to do a specialised job in the hospitality industry"*
- * *I am still keen to work in the industry as when I first chose this training programme"*
- * *I am very satisfied with my choice of a career in hospitality"*
- * *I am committed to a career in hospitality"*

A second major predictor of intention in this study is the influence of important people in an individual student's life as encouragement and support to perform the behaviour intention is termed a subjective norm. It refers to a favourable or unfavourable student perception of social pressure and the relative importance of different sources of social influence on their intention (decision) to choose a programme and hospitality career.

Such social influence might come from immediate family members, peers and friends, teachers and other individual and groups. It is worth noting here that, most of new entrant students to the programmes are still dependent on the family or referent groups and it seems likely that the views of these people may particularly influence their decisions. As stated by Ajzen and Fishbein (1980) an individual will perform or operationalise their behaviours that they perceive as favoured by other people who are important to them. In the present study, there were items used to obtain a direct measure of students' perception of significant others and the degree to which they influenced the decision to take a hospitality course. Questions which relate to parents, friends, brothers and sisters and school teachers were constructed to indicate how strongly they agreed or disagreed with such statements. Such questions were:

- * *My parents encouraged me to study hospitality*
- * *My school teachers and counsellors encouraged me to study hospitality*
- * *My brothers / sisters encouraged me to study hospitality*

However, according to Ajzen and Fishbein (1980) any relationship between the respondents and the referent (s) will be more or less stable over time. To assess the actual career influencer parallel to those of the students' intention, the first choice preferences were asked through a small open ended question in the second round such as:

- * *Who was the most influential individual who influenced your choice of a hospitality career*

Questions about the students' intentions of pursuing career preferences were also used as indicators of subjective norms. This item may be best viewed as normative belief, or a student's perception of important wishes (advice) regarding their performance or behaviour.

As a conclusion, the intentions are assumed to capture the motivational factors that influence a behaviour, they are indications of how hard young people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour. The TRA (Ajzen and Fishbein, 1980) indicated that variables which are external to their model (e.g. age, sex education and occupation) are ignored in their model for the fact that the variables may be undergoing significant changes over time. However, these changes are particularly relevant in this study which is investigating the changes in perception of predominantly young students who can be expected to be making a number of significant adjustments in their future career. Leading to these issues, the next chapter discusses the model used for this research to identify the moderating variables and their effect on career commitment. The specific research objectives are also described.

CHAPTER THREE

RESEARCH MODEL AND OBJECTIVES

3.1 Introduction

As discussed in Chapter 2, there has been only limited published investigation to date of the relationship between commitment and what moderates students entering hospitality programmes. Fraser (2000) in his longitudinal study developed a conceptual model by investigating the changes in hospitality students' intentions to pursue a career in the hospitality industry, as they progressed through three year study programmes. His approach specifically focussed on students' attitudes, perceptions, expectations and beliefs along with career intentions at entry and during their programme of study.

With the extension and modification of Fraser's conceptual model, this study investigates the importance of various influencing factors prior to entry to tertiary education and, subsequently the effect of those factors on students' commitment during their study programme. In particular, the effects of such potentially influencing factors as gender, ethnicity, religion, secondary schooling, geographical location of upbringing, family background and previous experience and their influence on subsequent career commitment are investigated. In other words, this study is looking in more depth at a greater number of new independent variables and their impact on a range of dependent variables similar to those used by Fraser (2000) in New Zealand.

3.2 Conceptual Framework of the Research

As previously noted, the hospitality programmes are intended to educate and equip school leavers with the knowledge and skills needed for entry into the industry. Traditionally, the admission of Malaysian secondary school students' into tertiary programmes has relied extensively on the criteria based on academic attainment during high school. In addition, a major concern also is to select students with the maximum interest, motivation to study, ability to complete the course along with commitment to work in the industry. It was believed that students who were committed to the vocational type of courses were likely to be the most successful in their subsequent career. Besides that, work experience in the industry, both full time or part time was preferred by many institutions and was considered to indicate vocational commitment. However, there are also a number of students who enter the programmes on the basis of key traditional criteria, namely a good examination result despite lower levels of career interest in hospitality.

Besides academic attainment, meeting the institutions' requirements and fulfilling long term career aspirations; the individual student's decision to choose a hospitality programme or future career might also be moderated by several other influences. Such influences might include combinations of socio - economic, demographic, industrial and educational factors. It was considered important to identify and understand the importance of those influences on Malaysian tertiary students' study decisions.

This research investigates two basic aspects. First, the extent to which students are influenced by various factors prior to making a decision to choose the programme and a future career in hospitality. Secondly, the extent such factors might moderate the direction and speed of change in commitment towards a hospitality industry career especially during the study programme.

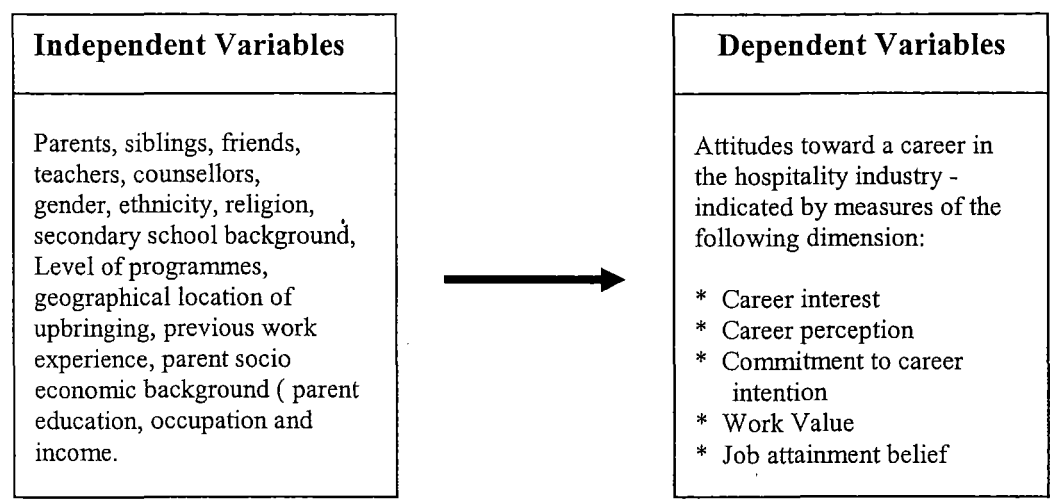
In regard to the first intention, school leavers by virtue of their age are presumed to be less mature, financially dependent, have limited knowledge, experience and less capable to make a final decision about their future career. These young people are also believed to be reliant upon the intervention of individuals to broaden their knowledge and rationale prior to decision making particularly when choosing between higher education options and selection of a future career. Parents for example, are frequently found to play a strategic part in the process of career choices (Dhesi, 2000). Therefore, when choosing a particular educational programme, in this case the hospitality programme, institution and potential career, parents, siblings, friends, relatives, teachers and school counsellors are all believed to be the most common individuals informing and influencing students' decisions making.

It is also presumed that there are various moderating factors that have varying effects depending on the socio economic and demographic backgrounds of students' parent. For example, parenting practices, education attainment, income level and social class may have a significant influence on students' interest in choice of programmes, institutions and career aspirations. Parenting practices have been found to be associated with a positive attitude toward the programme and career aspiration (Dhesi, 2000). The high aspirations of parents tend to transfer to their children. It is further

argued that the choice of institutions may also be different depending upon the geographical location of upbringing. Differences are likely to exist in social norms between rural, semi -urban and urban families. The urban, higher income, wealthier, educated, more professional and managerial families are likely to spend much more on their children's education in contrast to rural and lower income families. These families would be likely to prefer to send their children to private rather than to public institutions, as they are believed to provide better quality education. Besides that, factors such as type of secondary school, type of institutions, religion, ethnicity and gender may also be important and have an impact on students' decisions.

It is also argued that students at the initial stage of the programme might be different from each other in terms of their attitudes, interest, perception, expectations and levels of commitment to pursuing a career in hospitality. Individual students might have formulated their expectations of the industry from varying degrees of knowledge ranging from naïve images based on personal experience with the family as a customer of restaurants, clubs, motels and hotels, through to realistic knowledge from engagement in family operated hospitality businesses. Some students may also be attracted towards a career and hospitality in general from exposure through part time work as a waiter, waitress, cook, kitchen hand or in the front office prior to commencing the programme. Therefore, it could be expected that past experience, upbringing and other factors as previously mentioned may all possibly impact on a student's attitudes, interest and may also play a role in the level of commitment. The fundamental relationship between these concepts is shown as research variables in Figure 3.1.

Figure 3.1: The Research Variables



To ascertain whether the initial influencing factors have sustained impact on students' attitudes and level of commitment toward career intention, the passing of time is considered an important element providing an opportunity for an individual student's ideas and values to mature and develop. In other words, progressively through the three years of training and education a number of shifts in student attitudes might be expected.

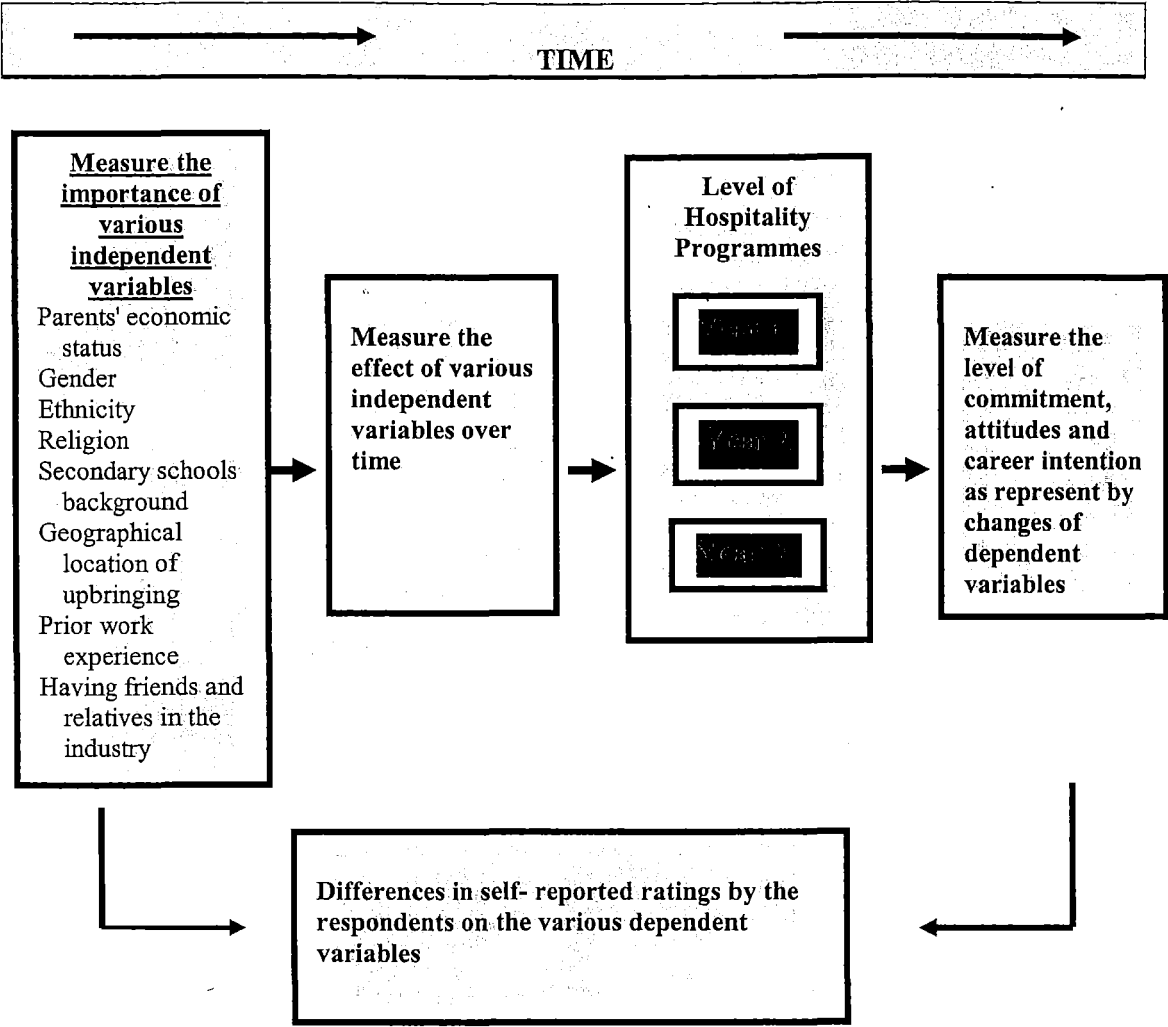
This statement fits with the second assumption that throughout the educational programme and training, students would be exposed to a wide range of influences, or uncontrollable factors which would alter their perceptions and possibly expectations. For instance, the training classes would not only equip students with basic theoretical and practical aspects, but at the same time make them more familiar with the reality of the industry and what hospitality management and operations are really like.

Furthermore, the increase in life experience in general, meeting other students with similar and different aspirations may also either increase or decrease their intention of pursuing a future career in the hospitality industry. In other words, the length of the programme, coupled with educational experience and increase in industry knowledge will lead students to become more mature in career understanding and personal development. It was expected that the initial influencing factors such as parents, siblings, friends and teachers would become less important in students' decision to pursue a career in the hospitality industry.

In addition to these early influencing factors, a number of uncontrolled factors such as personal maturity, levels and types of industry exposure and educational influence, may also moderate students' aspirations and expectations toward their chosen career. Most importantly, they could affect students' perceptions of future opportunities and change their commitment toward a career in the industry.

It is expected that individual student will either alter their evaluation of employment in the hospitality industry or alternatively adjust their expectations of what they require from their future employment. This is considered an important issue and the central focus of the research as changes in student commitment cause the poor conversion rate of graduates into the hospitality industry. Thus, any deviations or moderations in the level of commitment over time will be measured and determined. The possibilities of this scenario are described in the research model illustrated in Figure 3.2.

Figure 3.2: The Basic Research Model



In identifying the independent variables dealing with programme choice, a concept from career development theorists was adapted. As discussed in the literature review (Chapter 2) emphasis was given to the concept of work in the area by Ginzberg (1951), Super (1957;1980; 1984), Holland (1968) and Herriot (1984) in terms of parent involvement, rural and urban, ethnicity, religion, secondary schooling and gender as being the driving factors causing value and influencing others. In this context "programme choice" was conceived as a behavioural manifestation of "career choice".

As noted by Ginzberg (1951) "career choice" is not a single decision but is influenced by a series of decisions made over a period of years. Super (1980) also suggested that career behaviour occurs as an event in a process that takes place over a period of time. Furthermore, the processes of choosing and adjusting to a career choice cause changes in self concepts as a result of time and experience (Herriot,1984). Therefore, it can be expected that acquiring increased life and educational experience through the study programme will alter student perceptions and these factors are expected either to become more or less influential over time.

As the fundamental purpose of this study is to measure the extent of changes in students perceptions toward a career intention in the hospitality industry, the Theory of Reasoned Action (TRA) by Ajzen and Fishbein (1980) was adopted as a theoretical construct for evaluating changes over time. The theory states that people consider the implication of their actions before deciding to engage or not engage in a given behaviour. A person's intention is a function of two basic determinants, one personal in nature and the other reflecting social influence. This TRA model provides a basis for investigating changes in the intention to pursue a given set of behaviours, which in this context is a programme and a career in the hospitality industry. Fraser (2000) has used this model as a basis for understanding hospitality students' perceptions, expectations and why individuals' intentions alter over time. It is worth noting again, that although the fundamental concept in the present study is based on the work by Fraser (2000) the range of independent variables used and the central focus is somewhat different. This study is explicitly looking at " precursors" such as parental socio - economic background with other independent variables and or preconditions in the sense of attitudes toward significant others and how important others influence the

way attitudes start off and the subsequent effect of these predictors on students behaviour and intentions over time. In other words, the existence of and changes in any gap between individuals as to what are effectively pre-course selection factors and their subsequent perceptions of the careers they have chosen to prepare themselves for in the hospitality industry were to be analysed.

3.3 The Research Objectives

The primary objectives of this research were to identify whether specific factors influence individual commitment toward career and educational training programme choices among Malaysian hospitality students. In addition the investigation was also focussed on the changes in students' intentions to pursue a chosen career in hospitality as they progressed through Diploma and Bachelor of Hospitality Management programmes. In researching this, the following objectives were set:

1. To measure the importance of various factors such as parents, peers, friends, teachers and counsellors on student choice of hospitality programmes at two different points in time during a study programme and compare them to identify the changes over time.
2. To investigate the relationship between the independent variables of gender, ethnicity, religion, types of secondary school, geographical location of upbringing (rural versus urban) prior experience in the industry, having relatives and friends working in the industry, and students' attitudes, values, perceptions and

expectations of career intention and future employment in the hospitality industry and compare them to identify the changes over time.

3. To investigate whether student interest and choice of programmes, institutions and career aspiration is associated with family socio- economic background such as family income, type of occupation and level of education.
4. To investigate students' values and views about hospitality work in general at different times over a two period of study programmes and compare them to identify the changes over time.
5. To measure students' levels of commitment to their chosen career in the hospitality industry at different times over a two period of study programmes and compare them to identify how these change
6. To investigate whether there are any relationships between students' attitudes, perceptions and expectations of work and employment in the industry and their commitment to seeking a career in the hospitality industry.

In order to achieve the above mentioned objectives, the following chapter dealing with research methodology offers some in-depth discussion of the population and sample used, the research instrument employed and data collection procedures.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 An Overview

As previously argued, students attitudes towards a career in hospitality might change as they move through their three year education programme. To investigate the changes over time, a longitudinal study was chosen as the most suited methodology for this research. This procedure would enable the researcher to determine the existence and the direction of any changes occurring in students' attitudes toward career intentions in hospitality. Ryan (1995) stated that a longitudinal study requires responses from the same sample in each case over an extended period and repeated measurement would enable any changes to be identified and measured.

Prior to this decision consideration was given to multi-method interviews but it was felt that the use of this method was considered time prohibitively consuming and needed a large budget even though it gives a lot more opportunity for qualitative data. It would also be difficult for the researcher to interview a large number of respondents face to face throughout the period of study. Furthermore, to do so would necessitate obtaining the personal contacts with respondents which meant their confidentiality and anonymity would be compromised. Based on these constraints, therefore, it was decided to opt for a descriptive design using a survey consisting of a self-completed questionnaire.

4.2 The Sample Population and Plan

Though the current total new enrolments in hospitality programmes in Malaysia exceed 1000 students per year, the researcher found difficulty in investigating the whole sample population. This was because most of the public and private institutions in the country have a twice yearly intake between 400 to 500 students per semester throughout Malaysia. To follow several intakes from several years of each programme would be too costly and result in the entire study extending by a further year for each extra year's intake. Furthermore, there is a vast difference between the sizes of student intakes across the two types of institution with the student population in private colleges being much lower than in public institutions. Since this study is also comparing between institutions and multiple cohort data therefore, a similar sampling design is much more appropriate.

Accordingly it was decided to follow all Diploma students who enrolled for any stage of the Diploma programme at the beginning of the semester in June 2002 and follow them though until the end of the semester in March 2003. This means that the process was to survey at the start of the first semester of first, second and third year students, and then repeat the survey at the end of semester two of each year cohort. The repetition of the survey at the end of semester two would measure any reported changes occurring in students' attitudes. In other words, one intake or the same group of students were to be fully studied and the process would take at least two semesters over the course of one academic year. Table 4.1 shows the course, period of the programmes and pattern of the data collection process.

Table 4.1: The programmes and pattern of data collection for respective groups

Programmes	Year	Start of semester one in June 2002	End of semester in March 2003
Dip. in Hotel Management (DHM)	1	*	*
	2	*	*
	3	*	*
Dip. Culinary Arts (DCA)	1	*	*
	2	*	*
	3	*	*
Diploma in Tourism Management (DTM)	1	*	*
	2	*	*
	3	*	*
Diploma in Food Service Management (DSFM)	1	*	*
	2	*	*
	3	*	*
Bachelor in Hospitality Management (BHM)	1	*	*
	2	*	*
	3	*	*

It should be noted that despite its title the Diploma in Tourism Management (DTM) students have undertaken a similar amount of study time in hospitality subjects as students from all other programmes. It was also decided to include the undergraduate students (BHM) in this study as they were more experienced and knowledgeable compared to new students. All these students were formerly from various diploma programmes in hospitality before pursuing an undergraduate programme. These groups were considered to have well formed expectations about the programme and career intention by the time of reaching their final year of study and be more familiar with the work environment and working conditions in the industry. Furthermore, these groups of students had undergone at least one semester of supervised work experience (industrial/ practical work experience) during the final year of their diploma programme. They were perhaps more advanced in their thinking about occupational choice, or already starting to look for jobs in the industry. A possible comparison between these students (BHM) and diploma students could be made and provide a

basis for assessing the existence of any differences in motivations and whether attitudes and values altered differentially during the programme.

With the intention to survey students enrolled in various hospitality programmes, all hospitality institutions throughout Peninsular Malaysia offering either Diploma or Bachelor programmes were invited to participate and allow their students to be part of the survey sample. Those organization and programmes that were included in the study are identified in Table 5.1. This included four public or government funded hospitality institutions with several branch campuses and six private institutions. These institutions were selected based on for the following criteria:

1. The selected institutions offer a three year Diploma or an undergraduate programme in hospitality management (i.e. Hotel Management, Food Service Management, Culinary Arts, Tourism Management and Bachelor in Hospitality Management)
2. The programmes offered at the selected institutions have a programme/ course curriculum and similar period of industrial attachment (Supervised work experience).
3. The similarities of semester patterns at the selected institutions allowed the survey to be undertaken concurrently.

A large sample size was used in this study as part of a strategy to get greater reliability and comparability between the first and second round of data collection. It was expected that there would be some attrition on the sample size during the second round survey, due to the fact that some students could quit or change their course. Besides

that, students from each year (1,2 and 3) and the range of rural versus city institutions would give a more meaningful result to this study.

The survey was conducted in two stages. In the first stage a questionnaire was administered during the orientation / first week of the semester commencing in June 2002. This was immediately prior to the final year students (semester one in year 3) going out for their six months practical experience. The timing of this round allowed the collection of data representing a preliminary picture of various influences on student attitudes, intention and commitment towards a career in the hospitality industry.

For the second stage, the process was repeated in March 2003. The process would thus allow measurement of the extent and direction of change in attitudes about and commitment to students' chosen careers. The data from the second round would obviously include the effect of any supervised work experience or other experience (e.g. part time work) students may have undertaken during the inter break at the end of October 2002 or in the evenings or weekends. It was intended to attempt to measure specific impact from work experience in term of the quality of that experience.

Similarly the teaching process was not investigated. Rather the observation of change ratings it was been taken as a measure of the overall impact. This is a study of precursors to the decision rather than aspects subsequent to entering the programme.

In addition, a few open ended questions were included in this survey round. The intention of this was to ascertain respondents' views as to what influenced their decision to take the hospitality programme and what they plan to do in the future, rather than what influence during their programme.

4.3 Issues Relating to the Administration Process and Questionnaire Design

The methodology for this research is largely based on a similar study undertaken by Fraser (2000) in New Zealand which worked very well and generated significant results. However, as the study was to be carried out in Malaysia, the researcher faced some constraints and issues associated with the administration process and questionnaire design.

Firstly, owing to the geographical dispersion of the institutions and the large sample, the questionnaire could not be personally administered by the researcher at all selected public and private institutions. In other words, the researcher could not be in each class at each institution within even a two week period at the start of the semester. This necessitated gaining the support of staff at institutions to administer the instrument and relying on their integrity not to abuse anonymity or influence students' responses. To avoid potentially biased responses, the participating staff in each institution was briefed regarding the survey procedure and the need for preserving anonymity before administering the questionnaire. The questionnaire was also designed for self- completion and did not require any additional information from the administrators.

Secondly, considering the different entry criteria for the various institutions, the questionnaire had to be simple and easily completed with minimum reading and writing allowing for the lowest level of academic ability that would exist among the various student groups. It was thought that part of the rationale for some students choosing a skill based training course may have been to avoid a lot of reading and

writing. Furthermore, previous studies identified that a large percentage of students choose hospitality programmes because they preferred skill based training as opposed to more theoretically based programmes (Ineson and Kempa,1997; Hsu, 1999). As noted by Sekaran (1992), to obtain a good level of response and useable data, it was essential to keep the survey instrument as straightforward to complete as possible. This is supported by the findings that the length and complexity of the questions may cause response fatigue and that an inverse relation exists between survey length and rate of response (Cohen and Manion, 1996).

Thirdly, the issue of which language to use for the instrument was carefully considered. Even though Bahasa Malaysia is a first language in Malaysia it was not considered appropriate as English is a principal language and used as the medium of instruction in all hospitality institutions in the country. Accordingly, there were no Malay, Chinese or Tamil versions of the instructions, letter of explanation or the instrument itself. This decision was taken to avoid any distortion of meaning in translation. The researcher who is a Malaysian educator was very confident that the students would be able to understand all information and instructions in the survey. Questions were composed as clearly as possible with simple language to reduce any possibility of ambiguity. Consideration was also given to the issues of culture, religion or ethnicity that could possibly cause moral offence to the respondents. Again, based on the personal experience of the researcher, such factors were not seen to pose any great problem of sensitivity in Malaysia even though it is a multi racial country. Therefore, any possibility of cultural or moral offence is not an issue in this survey. The questions used in this survey mainly asked the respondents to enter the value of

their agreement through Likert type scales, ticking optional boxes and circling the appropriate answers.

4.3.1 The Question of Using a Pilot Study

Many researchers tend to use a pilot study as a means of testing their final questionnaire. Moser and Kalton (1985) considered that the pilot study acted as the last safeguard against the possibility of ineffectiveness of the main survey. It would certainly help to identify any problems left unresolved. In this survey, most of the questions are largely replicated and modified from previous major studies in various parts of the world, but especially in New Zealand (Fraser, 2000). The questions also built upon previous research through additional independent variables, namely socio-demographic (e.g. gender, religion and ethnicity, secondary schooling background, geographical location of upbringing (rural versus urban) and family background. Therefore, although the questions were not tested using a pilot survey, similar questions have been validated thoroughly by other researchers in the field (Ross, 1993; Bloomquist, 1998; Okeiyi, Okeiyi and Bryant, 1998; Davidson and Tideswell 1998; Fraser 2000).

However, to check the clarity, proper use of terms, the meaning and relevance of each statement, the researcher did test the new questions by administering the entire instrument to 20 Malaysian undergraduate and postgraduate students at Lincoln University. Care was taken to rephrase terms used in the questions to suit the common usage in Malaysia. In addition to this process, a draft survey instrument was given to selected staff in the Commerce Division, Lincoln University to obtain comments on

both structure and clarity of the questions. These comments were considered and some further changes were made to arrive at the final version of the instrument.

While planning the style and type of questionnaire format, it was decided to use closed ended questions using a numerical Likert type of scale. As stated by Oppenheim (1992) and Robson (1993), the Likert scale performs reliably when ranking or ordering items or people with regard to particular attitudes, and people often enjoy completing this kind of scale. The rationale behind this decision was primarily based on the characteristics of the target groups. Open ended questions are considered harder for the students with different levels of experience and are time consuming to complete, even though they permit respondents to express more opinions. The use of short questions helps students to make quick decisions and choose among the several options in the scales. Besides that, as the objectives of this research are to look into commitment over time, the comparison of results between the first and second survey are considered very important. Using closed ended questions would enable the researcher to code and match the subsequent data easily for comparative analysis.

In terms of the number of scale points to use, Moser and Kalton (1985) argued that if the scale is divided too finely, the respondents will be unable to place themselves, and if too coarsely the scale will not differentiate adequately between them. Ryan (1995) pointed out that the choice between an odd or even number depends on whether the respondents are to be forced to decide the direction of their attitude. By using odd numbers there is a middle category representing a neutral position, whereas with an even number there is no middle category which forces the respondents to decide which neutral category they belong. Although there are several measurement methods and

scales have been used to measure attitude and commitment, most of the researchers believe that a 5 or 7 point scale is appropriate (Ross, 1995; Davidson and Tideswell,1998; Bloomquist,1998; Okeiyi, Okeiyi and Bryant,1998; Fraser,2000). In this case, a 7 point Likert scale form was chosen to give more refinement option to the respondents and expected them to choose one of the response options. This also would allow the possibility of direct comparison to be made with the results from the similar research undertaken in New Zealand (Fraser, 2000)

A series of questions were designed to measure the respondents' degree of agreement or disagreement with various statements to assess relevant attitudes. Each scale has a minimum of 1 and a maximum of 7. A score close to 7 would mean a very strong attitude in favour of the statement while a score close to 1 would mean a very strong attitude against the statement. A rating of 4 represents neither agreement nor disagreement. The option of allowing no idea or no opinion response was not used to disallow respondents to make this option and so add an element of "forced choice". The 7 point Likert scales used were shown as follow.

Totally Agree	7	6	5	4	3	2	1	Totally Disagree
Very Important	7	6	5	4	3	2	1	No Importance

4.3.2 Selection of Independent and Dependent Variables

Apart from gender, previous work experience, qualifications and area of employment variables as used by Fraser (2000), a number of additional independent variables were considered critically important in achieving the research objectives. These additional variables were needed to identify and measure to what extent variables such as

demographic and socio economic backgrounds have an impact on respondent career intentions. In other words, respondents were being asked to identify how far their choice of educational programme and intended career were conditioned by variables such as family background, geographical location of upbringing and type of secondary school. It was expected that measurement would be possible as to how these factors were positively associated with career intentions and what effect, if any, each of these factors had on how respondents altered their view over time. Similarly, other independent variables were used to compare the differences of perception and level of interest that would exist between genders (male and female), sub-groups of ethnicity (Malay, Chinese and Indian) and religion (Muslim, Buddhist, Hindu and Christian).

As already mentioned, the research objectives were to measure how students' views about the industry and employment changed over time. A number of dependent variables could be investigated to measure change in career intention including surveying them after graduation and assessing the length of time they stay in the industry. Such an approach would require a longer period of time to detect and confirm the actual behaviour in gaining employment. As this study did not follow students beyond their study programme, therefore, the Theory of Reasoned Action is used as predictive of behaviour to measure the intent to take employment in the industry. For that reason, most of the dependent variables related to students' attitudes about employment in the industry and the intent to seek such employment are largely replicated from Fraser (2000) with a few others modified from other studies such as Ross, (1993); Okeiyi, Okeiyi, and Bryant, (1998); Bloomquist, (1998); Barron, (1997) and Purcell, (1993).

Besides that, a number of items were created by the researcher in particular the dependent variables related to encouragement of parents, peers and friends, brothers and sisters, teachers and counsellors. The next section further discusses the source of questions and the rationale for their selection and the changes made to the instrument at each stage of the study.

4.3.3 Questions Used in Section A of the Questionnaire

The survey questionnaire was divided into four major sections in the first round and five sections in the second round. Each section contained questions addressing the variables to suit the research objectives.

The first section (A) was intended to identify and measure the importance of various factors moderating student choice of hospitality programme, institution and industry. Influencing factors such as parents, peers, friends, teachers, counsellors and institutions were included in this section. A total of twenty two statements as shown in Table 4.3 were used for students to report their levels of agreement.

Six items were developed by the researcher to measure whether significant persons such as parents, relatives, peers and friends and high school personnel including teachers and counsellors play an important role in student choices of programme and career in hospitality. Parents' occupations were also believed to be associated with a positive attitude toward programme choice. It was interesting to speculate that a few respondents had a father, mother, relatives or friends who worked in the hospitality

industry. Without their influence students may not have chosen the programme. Such items were;

- * *My parents encouraged me to study hospitality*
- * *My close friend encouraged me to study hospitality*
- * *I chose this course just to please my parents*
- * *My brothers / sisters encouraged me to study hospitality*
- * *I am happy to tell others that I am training to work in hospitality*

Table 4.2: Original sources of items used in section A: Influencing Factors, Educational and Industry Aspects

Item	June 2002	March 2003	Source
My parents encouraged me to study hospitality	*	*	x
I was very satisfied with the offer of a place on this hospitality course	*	*	Barron 1997
I was attracted to hospitality through the glamorous image portrayed in the media	*	*	Barron, 1997
My close friends encouraged me to study hospitality	*	*	x
I chose this course just to please my parents	*	*	x
I strongly believe that whatever I learn in this course will be useful in my future career	*	*	Fraser 2000
I strongly believe I knew enough about the hospitality industry before I chose this course	*	*	Fraser 2000
My school teachers and counsellors encouraged me to study hospitality	*	*	Purcell 1996
I think hospitality courses offer more practical skill training than academic work	*	*	Davidson and Tideswell 1998
My brothers/ sisters encouraged me to study hospitality	*	*	x
My interest in hospitality comes from my upbringing	*	*	x
I will use this hospitality course as a stepping stone to enter into an advanced management programme	*	*	x
In choosing an educational institution, financial assistance was an important factor for me	*	*	x
My examination result only qualified me for a hospitality course	*	*	Barron 1997
I chose this industry because of the opportunities to travel overseas	*	*	Barron 1997
Hospitality courses provide a more nurturing and caring environment than other courses	*	*	Fraser 2000
Direct customer contact will provide a lot of job satisfaction	*	*	Fraser 2000
Hospitality gives me an opportunity to study overseas	*	*	Barron 1997
I am happy to tell others that I am training to work in hospitality	*	*	Fraser 2000
Course fees were not important in my selecting a course of study	*	*	Bloomquist 1998
I believe that hospitality work is very stressful and pressured	*	*	Fraser 2000
One can get ahead in hospitality without a having high level of education	*	*	x

Note: x items were created by the researcher

Over time these factors might be less important to them as they get more experience and knowledge as a result of their education and mature as individuals. In the second round a few items were altered in terms of wording to address the respondents feeling of the present time when the survey was undertaken. Such items were:

- * *My parents still encourage me to study hospitality*
- * *My close friends still encourage me to study hospitality*
- * *My brothers / sister still encourage me to study hospitality*

Some of the items pertaining to the institutions and industry aspect in this section were taken from Fraser, (2000); Okeiyi, Okeiyi and Bryant, (1998), Bloomquist; (1998) and Baron, (1997). However, changes were made in terms of the scales used and to the questions themselves to suit the current research objectives, as one of the study objectives was to compare and contrast the perceptions of students in the public and private institutions. A few questions were also developed particularly to suit the Malaysian educational system and industry. The underlying assumption is that students in both institutions could have different perceptions in choosing the programme and industry due to the difference in entrance criteria, cost and experience. Raising such questions would enable the researcher to see to what extent perhaps the educational and industry aspects influence students in choosing public and private hospitality programmes. Some of the questions were:

- * *My examination result only qualified me for the hospitality course*
- * *I was satisfied with the offer of a place on this hospitality course*
- * *In choosing an educational institution, financial assistance was an important factor for me*
- * *Hospitality gives me an opportunity to study overseas*

4.3.4 Questions Used in Section B of the Questionnaire

Items in section B were concerned with interest and commitment to a hospitality career. The main purpose was to examine students' career intention and commitment toward the hospitality industry and changes over time of individual students.

Variables of interest including aspiration, motivation, expectation and level of commitment were asked. Items in this section required the respondents to indicate their level of agreement with various statements about career commitment to and interest in a hospitality industry career. The items in this section remained unaltered throughout the survey.

Most of the items in this section were replicated directly from the previous study by Fraser (2000) with a few minor modifications of wording to address specific needs of the current research. These variables were chosen because they pertain to students' motivation to pursue a career and their commitment towards the hospitality industry. In addition, a number of new questions were developed to investigate the impact of religion and ethnicity on student interest and commitment. It was thought that religious belief in Malaysia still plays an important role in life particularly among the Muslim. The prohibition of dealing with alcoholic beverages, for example, could affect Muslim students' interest of pursuing employment in some parts of the hospitality industry. In line with this thought, one ethnic group is also to dominate the hospitality industry particularly in the hotel sector. This raises the possibility as to whether all ethnic groups are equally treated in this industry. To gauge the level of respondents' feelings of both assumptions, such items are listed here:

- * *I believe all ethnic groups are treated equally in the Malaysian hospitality industry*
- * *Being raised in a religious family background does not affect a hospitality career*
- * *Religious belief will help career progression in hospitality*

Table 4.3: Original sources of items used in Section B: Career Interest and Commitment

Item	June 2002	March 2003	Source
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	*	*	x
My classmates have similar expectations as me about their career prospects in hospitality	*	*	Fraser 2000
I am committed to a career in hospitality	*	*	Fraser 2000
I expect to work in the hospitality industry most of my working life	*	*	Fraser 2000
I have a higher career expectation of the hospitality industry than most of my classmates	*	*	Fraser 2000
I expect this course will only qualify me to do a specialised job in the hospitality industry	*	*	Fraser 2000
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	*	*	x
I will stay in this industry if it provides me with the best career option	*	*	Fraser 2000
Being raised in a religious family background does not affect hospitality career success	*	*	x
I will accept almost any job to stay in the hospitality industry	*	*	Fraser 2000
The hospitality industry is an exciting and challenging environment to work in	*	*	Fraser 2000
I will readily take a job in another industry if it offers slightly more money	*	*	Fraser 2000
I am still as keen to work in the industry as when I first chose this training programme	*	*	Fraser 2000
I am very satisfied with my choice of career in hospitality	*	*	Fraser 2000
I don't really mind which industry I work in, as long as the job is interesting	*	*	Fraser 2000
At the time I decided to train for hospitality there were other occupations I could have easily chosen	*	*	Fraser 2000
Jobs in the hospitality industry involve harder work than I previously realised	*	*	Fraser 2000
Deciding on this career was a definite mistake on my part	*	*	Fraser 2000
Religious beliefs will help career progression in hospitality	*	*	x
Customers respect hospitality staff and appreciate the effort that they make	*	*	Fraser 2000
If I put a lot of effort into my hospitality career I will be well rewarded	*	*	Fraser 2000
I think hospitality provides greater promotional opportunity than other industries	*	*	Fraser 2000
I believe the hospitality industry provides more employment opportunities than other industries	*	*	Fraser 2000

Note: x Items were created by the researcher

4.3.5 Questions Used in Section C of the Questionnaire

In section C, twelve items were used to assess the basic views of hospitality students about what is important for them about work in general. Originally all these items were developed by Pyror's (1982) Work Aspects Preference Scale then modified and used by Ross (1992) in a study of secondary school students in Australia. Fraser (2000) in his study further modified items from Ross particularly on the wording of the items from a passive form to an action statement and refined the scale from a 5 to a 7 point Likert type. Without any alteration of Fraser's work, all items were replicated and used throughout the data collection process in this study. Therefore, respondents were asked to report their views on a seven point type scale ranging from 1 with "no importance" and 7 "very important".

Table 4.4: Questions used in Section C: Work Value

Items	June 2002	March 2003	Source
Working with people who are friendly and understanding	*	*	Fraser 2000
Developing and using my skills and abilities at work	*	*	Fraser 2000
Making or doing something original through my work	*	*	Fraser 2000
Earning large amounts of money as the reward for my work	*	*	Fraser 2000
People thinking that my work is important	*	*	Fraser 2000
Others being helped through my work	*	*	Fraser 2000
Feeling sure I will not lose my job	*	*	Fraser 2000
Being in charge of other workers	*	*	Fraser 2000
Being free from having to work in my spare time	*	*	Fraser 2000
Being physically active in my work	*	*	Fraser 2000
Working in pleasant surroundings	*	*	Fraser 2000
Living life my own way and not having it determined by my work	*	*	Fraser 2000

4.3.6 Questions Used in Section D of the Questionnaire

Section D of the questionnaire comprised thirteen questions written in a limited choice single response format. Questions were designed using nominal scales and focussed on students' demographic background and other characteristics including gender, ethnicity, religion, type of secondary school, geographical location of upbringing and prior experience in the hospitality industry.

Table 4.5: Questions used in section D: Personal and Family Background

Item	June 2002	March 2003
Date of birth: Date / Month / Year	*	*
Sex: Male Female	*	*
Ethnicity: Malay Chinese Indian	*	
Religion: Islam Buddhist Christian Hindu	*	
Area in which you were born and had your early schooling ? Small Village Town Large town or city Others	*	
Type of secondary school: Normal Boarding Vocational	*	
What areas of hospitality have you worked in before? Never work in the industry Kitchen Restaurant Bar Front Office Housekeeping Others	*	
Have any of your immediate family or friends worked in the hospitality industry? Yes No	*	
Describe the occupation of your parents? Professional, Managerial Administrative, Semi Skilled, Others,	*	
What is the highest level of education attained by your parents ? PMR , SPM, Diploma, Undergraduate degree, Post graduate degree	*	
Please indicate the approximate annual income of your family Under RM 24,000 RM 40,000, RM 60,000, RM 100,000 Over 100,000	*	

Items relating to family background including parents' level of income, type of occupation and education were included in this section. These data were required to measure the extent that demographic and socio economic backgrounds may moderate students' decision to choose hospitality education programmes and careers. It is very important to mention that during the second round of data collection, items pertaining

to demographic factors were not included as the main focus of this round was to identify the changes of student commitment and intention towards the future career. This section was replaced with a few small open ended questions to assess respondents' feelings about their future direction toward hospitality careers.

4.3.7 Questions Used in Section E of the Questionnaire

Five open ended questions asking respondents to write a short answer about their feelings were created in the second round. These were expected to provide greater insight about possible changes and future direction of students toward hospitality careers. The questions used in this section are set out in Table 4.6.

Table 4.6: Questions used in section E: Future Direction

Qualitative Questions	June 2001	March 2003
Thinking back, who were the most influential individuals in influenced your choice of a hospitality career?		*
What sort of good advice do you think that you have followed in your decision to take a hospitality course?		*
What sort of things do you think were inaccurate in any of the advice you were given about hospitality courses and/ or the industry.		*
How do you currently feel about a career in hospitality ? Please identify both negative and/ or positive aspects.		*
What jobs or career path do you intend to follow after you graduate?		*

4.4 Procedure of the First and Second Round of Data Collection

As discussed earlier, due to geographical dispersion and the large sample size of the population, considerable cooperation from institutions was required in this survey. Before carrying out the survey, each Malaysian university, college and polytechnic offering various forms of hospitality programmes were contacted in January 2002 to obtain permission to undertake the survey and request administrative support. A letter

of approval from Lincoln University Human Ethics Committee was attached as proof of the credentials of the researcher. All institutions granted permission and notified the total number of hospitality students enrolled in their college. At the same time one contact person was identified to assist the researcher. During April 2002, all respective contact persons were sent a follow up letter explaining details of instructions, procedure and how the questionnaire was to be administered by them.

Prior to embarking on the survey, the researcher personally delivered the questionnaires to the selected institutions. Each contact person was asked to brief the students about the survey. The students were also to be given an information through the information sheet attached to the questionnaire itself. This information sheet provided details about the researcher, the aims of the study and purpose of the survey to be conducted. The information also stated that participation was voluntary and students were free not to complete, or to not answer any questions in the questionnaire. In addition, the information sheet informed the students that all information provided by them was strictly confidential and that no individual student would be identified. Additionally, students were also asked to sign the consent form if they agreed to participate in the survey. All these documents are in appendices. See appendix 1 and 2.

The questionnaire was administered by the contact person and the researcher during the first week of the first semester in June 2002, at each selected institution. With the intention to achieve maximum response from the students, the questionnaire was administered in the class environment. In some of the institutions the researcher was present to answer and provide assistance where required. Upon completion the

questionnaires were returned directly to the lecturer in charge. Within two weeks all questionnaires were gathered ready for data entry and analysis. The feedback from those administering the survey confirmed that the non - response rate was very minimal. This can be attributed to several factors. Firstly, questions were easy to fill in and students had completed the questionnaire immediately in the class room itself. Secondly, due to the controlled way of administering the questionnaires, students have given full cooperation during the process and as a result high response rate was achieved.

The same procedure was followed for the second round of data collection. Colleagues from all selected hospitality institutions (public and private) were again contacted and asked for assistance in administering the survey. Based on the previous survey, all the contact persons were well informed about instruction details and how the questionnaire was to be administered by them. Prior to the survey each of the person was asked to provide the list of the programmes and semesters of the students who were enrolled at that time. This was to ensure that the questionnaires were distributed to the same individuals or groups of students who participated in the first round. In March 2003, a similar process was utilised again to collect the follow up data. This was administered at the start or at the end of class session under the supervision of the lecturer in charge and the researcher at all respective institutions. All sections in the questionnaire were completed because the students were briefed on the importance of their assistance to the study. Overall 740 useable questionnaires were collected from all institutions and this was 74 less than the previous round. Comments were also obtained from each of the contact persons that they had some students leave the programme or change their major. In light of the positive feedback and the absence of any obvious problem with

either the instrument or the process, good responses were obtained. The questionnaires were then coded and matched if possible with first round responses.

4.5 Assessment of Internal Reliability of the Research Instrument

Reliability relates to whether the internal consistency of the scale being used and correlation between each item exists. Huck, Cormier and Bound (1974) pointed out that this concept focuses on the degree to which the same characteristic is being measured. In this case, it is related to how much consistency presents among the ratings made by respondents between the first and second round of data collection. This was assessed using Cronbach's Alpha as this test is arguably the most commonly accepted measure of reliability. Alpha coefficients were calculated using the Statistical Package for the Social Sciences (SPSS) Windows version 10.1. Each section of the questionnaire in the first and second round was calculated separately. The result of this analysis is presented in Table 4.7.

Table 4.7: Alpha Coefficient of internal reliability for each Section of the questionnaire's first round

	June 2002	March 2003
Section A: Education and Industry Aspect		
Alpha Coefficient	.7971	.737
Number of Variables	22	22
Number of Cases	814	740
Section B: Career Interest		
Alpha Coefficient	.8046	.795
Number of Variables	24	24
Number of Cases	814	740
Section C: Work Value		
Alpha Coefficient	.7524	.780
Number of Variables	11	11
Number of Cases	814	740

Section A including twenty two items related to influencing factors, educational and industry aspects achieved a reliability of 0.79 in the first and 0.73 in the second round. Section B consisting of twenty four items which related career interest and commitment achieved a reliability 0.80 and .0.79 while section C had a reliability of 0.75 and 0.78 in both rounds. All these values, which were above 0.70 were considered acceptable and more than appropriate to proceed with any further testing as suggested by Ryan (1995). In fact, Chandon, Pierre - Yves and Philippe (1996) argued that when measuring attitude an alpha score of 0.50 and above is usually acceptable. The high coefficient values are attributed to the fact that most of the questions in the questionnaire had already been used and tested by other researchers (Ross, 1993; Fraser, 2000). As mentioned earlier, some adjustment in the wording of the items to suit the local requirement was the only change deemed necessary to prepare for the development and implementation of the survey instrument. These changes do not appear to have impaired item reliability.

The Kaiser - Mayer- Olkin measure of sampling adequacy was used to determine the adequacy of each section of the instrument for both periods of the survey. The Bartlett test of Sphericity was also applied to test the data interrelatedness between each section of the instruments. The overall data result indicated the measurement of sampling adequacy was .868 for the first round and .838 in the second round. According to the criteria used by Hair and Anderson (1995) these result can be described as "Meritorious". These scores indicated that the sample is adequate and therefore it is appropriate to proceed with factor analysis. The results of each of these tests are shown in the following table.

Table 4.8: The results of the Kaiser - Mayer - Olkin of sampling adequacy and Bartlett test of Sphericity shown by sections of the instrument for each period

	June 2002	March 2003
Section A: Education and Industry Aspect		
KMO measure of sampling adequacy	.836	.766
Bartlett's test of Sphericity	3279.94	3158.7
Significance	.000	.000
Section B: Career Interest		
KMO measure of sampling adequacy	.824	.809
Bartlett's test of Sphericity	2491.01	1877.7
Significance	.000	.000
Section C: Work Value		
KMO measure of sampling adequacy	.793	.783
Bartlett's test of Sphericity	1608.75	1877.7
Significance	.000	.000

Given that the Alpha coefficients scores are acceptable and the sample is adequate, the data was considered suitable for further analysis. However, before proceeding into such procedures the nature of the sample obtained from both surveys are reported and discussed in the next chapter.

CHAPTER FIVE

THE NATURE OF THE SAMPLE

5.1 An Overview

This chapter reports briefly on the respondent sample obtained from two data collection rounds. As previously mentioned in Chapter Four, the sample comprised 814 respondents from the first round and 740 in the second round. These responses represented all the selected institutions with each of the year cohorts in public and private hospitality institutions. The high response rate is attributed to the controlled nature of the class room environment for the administration of the questionnaire in both rounds. Given that the same individual students participated in the second round, the response patterns are quite constant from all institutions with only 74 students not participating in the second round. These students are believed to have been absent on the day when the survey was undertaken, to have withdrawn from the programme or to have changed their major. These individuals may have been among the disenchanted students from the first round.

The seven hundred and forty (740) dataset from the second round were easily matched to the first round data without any major difficulty, even though, in some instances a few respondents had the same date of birth. This was dealt with by comparing their signatures, sex, institutions, level of programme and handwriting with the initial round. The following table (Table 5.1) shows the breakdown in the number of respondents in each of the two survey periods. The numbers are reported by cohorts of each programme in each institution with the total number of cases in the first round

and the number that were able to be matched in the second round. Also reported are the number of the respondents in each cohort and institution who did not take part in the second round.

Table 5.1: The number of Diploma and Bachelor in Hospitality Management students who responded in each survey period, shown by cohorts, institutions, matched cases and number who did not participate.

PROG	INSTITUTIONS	June 2002	March 2003		% of matched
			Matched	* did not participate	
Dip. Hosp Mgt - YR 1	MARA University of Technology, SA	53	49	4	92.5
	MARA University of Technology, CD	36	34	2	94.4
	Polytechnic Shah Alam	26	23	3	88.5
	Polytechnic, Pasir Gudang , Johore	40	37	3	92.5
	College Damansara Utama	21	21	-	100.0
	Taylor College	22	22	-	100.0
	Sunway College	22	19	3	86.4
	Pernas Hotel School	10	9	1	90.0
	Institute Tun Abdul Razak (ITTAR)	23	21	2	91.3
	FIM Kelana Jaya	21	21	-	100.0
	Total	274	256	18	93.7
Dip. Hosp Mgt - YR 2	MARA University of Technology, SA	59	49	10	83.1
	MARA University of Technology, CD	42	36	6	85.7
	Polytechnic Shah Alam	21	21	-	100.0
	Polytechnic, Pasir Gudang , Johore	21	19	2	90.5
	College Damansara Utama	26	23	3	88.5
	Taylor College	17	14	3	83.4
	Sunway College	13	13	-	100.0
	Pernas Hotel School	15	13	2	86.6
	Institute Tun Abdul Razak (ITTAR)	18	16	2	88.9
	FIM Kelana Jaya	33	29	4	87.9
	Total	265	233	32	87.9
Dip. Hosp Mgt - YR 3	MARA University of Technology, SA	47	42	5	89.4
	MARA University of Technology, CD	31	29	2	93.5
	Polytechnic Shah Alam	22	19	3	86.4
	Polytechnic, Pasir Gudang , Johore	18	15	3	83.3
	College Damansara Utama	25	23	2	92.0
	Taylor College	10	10	-	100.0
	Sunway College	11	10	1	90.9
	Pernas Hotel School	19	16	3	84.2
	Institute Tun Abdul Razak (ITTAR)	24	21	3	87.5
	FIM Kelana Jaya	15	15	-	100.0
	Total	222	200	22	90.1
Bachelor of Hosp. Mgt	MARA University of Technology, SA	53	52	1	98.1
	Total	53	52	1	98.1
Total of all Respondents		814	740	74	90.1

5.2 Respondent Profiles

The following series of tables presents the overall dimensions of the respondents' profiles between the first and second round survey based on each independent variable used in the survey, such as gender, ethnicity, religion, geographical location, type of secondary schools, type of programmes and prior experience. In addition, the information on respondents' family background, including parent occupation, education and family income are also reported. However, no analysis or commentary are given at this point but will be further discussed in Chapter Seven. It is worth mentioning here that, because the demographic variables were not included in the second round questionnaire, the report on those variables is based on information given by the respondents in June 2002 (first round).

The first table (Table 5.2) of this section reports the sex, ethnicity and religion of the respondents. As can be seen, the number of females in the sample exceeded male respondents with 58.1 per cent against 41.9 per cent in the first round. There was some small decrease in the proportion of females (58.0 per cent) to males (42.0 per cent) in the second round. Despite this small decline it appears that both female and male students give an equal importance to gaining their academic qualifications and completing the programmes in which they are enrolled. With regard to ethnicity, Malays constituted around 67.8 per cent of the total respondents, with 24.9 per cent Chinese, 4.2 per cent Indian and 3.1 per cent from other ethnic groups. This proportion did provide a reasonable representation of ethnic ratios in Malaysia which consist of 60:30:10 (Malay, Chinese and Indians). The rate for religion was similar in that Islam as an official religion represented about 68.2 per cent, followed by 14.9 per

cent Buddhist, 10.1 per cent Christian and 2.1 per cent Hindu. In the second round, the proportions of Malay and Muslim respondents slightly declined (67.4 per cent) compared to the other three religion and ethnic groups.

Table 5.2: Showing the number and percentage (%) of overall respondents reported by gender, ethnicity and religion in the first and second round data collection

VARIABLES	RND	DIPLOMA		BHM		ALL	
Gender		n	%	n	%	n	%
Male	1	326	40.0	15	1.9	341	41.9
	11	296	40.0	15	2.0	311	42.0
Female	1	435	53.4	38	4.7	473	58.1
	11	392	53.0	37	5.0	429	58.0
Ethnicity							
Malay	1	503	61.8	49	6.0	552	67.8
	11	450	60.8	48	6.5	498	67.3
Chinese	1	203	24.9			203	24.9
	11	189	25.5			189	25.5
Indian	1	34	4.2			34	4.2
	11	31	4.2			31	4.2
Others	1	21	2.6	4	0.5	25	3.1
	11	18	2.5	4	0.5	22	3.0
Religion							
Muslim	1	506	62.2	49	6.0	555	68.2
	11	451	60.9	48	6.5	499	67.4
Buddhist	1	122	14.9			122	14.9
	11	115	15.5			115	15.5
Christian	1	78	9.6	4	0.5	82	10.1
	11	69	9.3	4	0.5	73	9.9
Hindu	1	17	2.1			17	2.1
	11	16	2.2			16	2.2
Others	1	38	4.7			38	4.7
	11	37	5.0			37	5.0

The next table (Table 5.3) reports the proportion of respondents in each of the five hospitality programmes. Inspection of the table shows that over 41.0 per cent of the respondents in this sample were majoring in hotel management exceeding the culinary arts (22.1 per cent) and the other two Diploma programmes. However, the relatively low response rate (6.5 per cent) from the BHM programme is expected since the undergraduate students from private institutions were excluded from the survey because of the twinning programme concept as previously mentioned in Chapter Four. The data received for the BHM therefore, were entirely from public hospitality

institutions. Again, there were very small changes in the proportion of respondents for each course in the second round.

Table 5.3 : Showing the number and percentage (%) of overall respondents reported by various hospitality programmes in first and second round data collection

VARIABLES	RND	DIPLOMA		BHM		ALL	
Hospitality Programme		n	%	n	%	n	%
Hotel Management	1	334	41.0			334	41.0
	11	302	40.8			302	40.8
Culinary Arts	1	180	22.1			180	22.1
	11	166	22.4			166	22.4
Tourism Management	1	134	16.5			134	16.5
	11	121	16.4			121	16.4
Food Service management	1	113	13.9			113	13.9
	11	99	13.4			99	13.4
Bachelor Hospitality Mgt	1			53	6.5	53	6.5
	11			52	7.0	52	7.0

The variables of geographical location of upbringing and type of secondary school attended were used in this study as these variables were potentially major contributory factors in respondents' choice of programme and institution. The overall proportion of respondents related to each of these variables is presented in Table 5.4.

Table 5.4: Showing the number and percentage (%) of overall respondents reported by geographical location of upbringing and secondary schools attended in the first and second round data collection

VARIABLES	RND	DIPLOMA		BHM		ALL	
Geographical location of upbringing		n	%	n	%	n	%
Small Village	1	197	24.2	15	1.8	212	26.0
	11	172	23.2	14	1.9	186	25.1
Town	1	398	48.9	31	3.8	429	52.7
	11	364	49.2	31	4.2	395	53.4
Large city	1	166	20.4	7	0.9	173	21.3
	11	152	20.5	7	0.9	159	21.5
Types of secondary school							
Normal	1	531	65.2	45	5.5	576	70.8
	11	477	64.5	44	5.9	521	70.4
Boarding	1	101	12.4	4	0.5	105	12.9
	11	95	12.8	4	0.5	99	13.4
Vocational	1	103	12.6	4	0.5	107	13.1
	11	93	12.6	4	0.5	97	13.1
Others	1	26	3.1			26	3.2
	11	23	3.1			23	3.1

The result shows that more than half of the total respondents (52.7 per cent) who enrolled in the hospitality programme were from a suburban area (town) compared to 26.0 per cent from a small village and 21.3 per cent from a large city. In regard to the type of secondary schools attended, 70.8 per cent of the total respondents attended the normal schools compared to 13.1 per cent from vocational schools, 12.9 per cent from boarding schools and 3.2 per cent from other independent schools.

Table 5.5 reported the number and percentage based on respondents' prior work experience, having family or close friends and area of work in hospitality industry.

Table 5.5: Showing the number and percentage (%) of overall respondents reported by prior work experience, having family or close friends and area of work in hospitality in the first and second round data collection

VARIABLES	RND	DIPLOMA		BHM		ALL	
Prior Experience		n	%	n	%	n	%
With prior experience	1	262	32.2	34	4.2	296	36.4
	11	238	32.2	33	4.4	271	36.6
No prior experience	1	499	61.3	19	2.3	518	63.6
	11	450	60.8	19	2.5	469	63.4
Having family or friends in the hospitality industry							
Family/ friends in hospitality	1	329	40.4	27	3.3	356	43.7
	11	296	40.0	27	3.6	329	43.6
No family and friends	1	432	53.1	26	3.2	458	56.3
	11	392	53.0	25	3.4	417	56.4
Area of work in hospitality							
Never Worked	1	468	57.5	5	0.6	473	58.1
	11	421	56.9	5	0.7	426	57.6
Restaurant	1	140	17.2	16	1.9	156	19.2
	11	124	16.8	15	2.0	139	18.8
Kitchen	1	77	9.5	20	2.5	97	11.9
	11	72	9.7	20	2.7	92	12.4
Front office	1	23	2.8	4	0.5	27	3.3
	11	22	2.9	4	0.5	26	3.4
Bar	1	17	2.1			17	2.1
	11	16	2.2			16	2.2
Housekeeping	1	9	1.1	4	0.5	13	1.6
	11	8	1.1	4	0.5	12	1.6
Others	1	27	3.3	4	0.5	31	3.8
	11	26	3.5	4	0.5	30	4.0

Note: Students may have experience in more than one area

On previous work experience in the industry, one third or 36.4 per cent of respondents reported that they had prior work experience in the industry compared to 63.6 per cent without previous work experience prior to enrolment in hospitality. As also shown in the table, almost half or 43.7 per cent of the overall respondents indicated that they had friends or relatives working in the industry, whilst 56.3 per cent reported not knowing any one in the industry. It was to be expected that there would be a slight increase in the percentage reporting prior experience and having close friends and relatives in the industry when comparisons between year cohorts were analysed. The departments where students had the most experience were restaurants (19.2 per cent), kitchens (11.9 per cent), bars, front office and housekeeping together accounted for 7 per cent, and 58.1 per cent had never worked in any outlet of the hospitality industry.

This report also revealed the characteristics of respondents' parents. This data is important to determine to what extent parent demographic and social economic background has an impact on respondents' decisions in choosing the programme and subsequent career choice. Tables 5.6 and 5.7 present the proportion of respondents' parents' occupations, levels of education and parental annual income.

As can be seen in Table 5.6, 18.6 per cent of respondents' fathers were in occupations classified as professional compared to 8.9 per cent for mothers. A large proportion of respondents' fathers (50.2 per cent) and their mothers (44.4 per cent) held supervisory and managerial and administrative positions either in the private or public sector. There were slightly higher numbers of mothers (27.4 per cent) in semi skilled jobs compared to fathers (23.4 per cent).

Table 5.6: Showing the number and percentage (%) of overall respondents reported by fathers and mothers occupations in the first and second round data collection

VARIABLES	RND	DIPLOMA		BHM		ALL	
Father's occupation		n	%	n	%	n	%
Professional	1	148	18.2	3	0.4	151	18.6
	11	131	17.7	3	0.4	134	18.1
Managerial and supervisory levels	1	206	25.3	6	0.7	212	26.0
	11	190	25.7	6	0.8	196	26.5
Administrative	1	182	22.4	15	1.8	197	24.2
	11	163	22.0	15	2.0	178	24.1
Semi skilled	1	165	20.2	26	3.2	191	23.4
	11	151	20.4	26	3.5	177	23.9
Others	1	60	7.4	3	0.4	63	7.8
	11	53	7.2	2	0.3	55	7.4
Mother's occupation							
Professional	1	71	8.7	2	0.2	73	8.9
	11	64	8.6	2	0.3	66	8.9
Managerial and supervisory levels	1	113	13.9	5	0.6	118	14.5
	11	101	13.6	5	0.7	106	14.3
Administrative	1	233	28.6	11	1.3	244	29.9
	11	212	28.6	11	1.4	223	30.1
Semi skilled	1	191	23.5	32	3.9	223	27.4
	11	174	23.5	32	4.3	206	27.8
Others	1	153	18.8	3	0.3	156	19.2
	11	137	18.6	2	0.2	139	18.8

Table 5.7 reported the highest level of education achieved by respondents' fathers and mothers. As may be expected, fathers have achieved slightly higher levels of education than the respondents' mothers. This reflect traditional role in Malaysia. A total of 21.1 per cent of respondents' fathers had earned bachelor degrees or higher degrees compared to less than 12.0 per cent for the mothers. However, 67.1 per cent of students' parents had completed high school education with secondary school certificates (PMR) and Malaysian Certificates of Education (SPM). Respondents' parental incomes encompassed a wide range of socioeconomic level from under RM 24,000 to more than RM 100,000. However, it seems apparent that two thirds (73.7 per cent) of the respondents' parents earned in the range of less than the average Malaysian annual income of RM 40,000.

Table 5.7: Showing the number and percentage (%) of overall respondents reported by fathers' and mothers' highest level of education and parental annual income in the first and second round data collection

VARIABLES	RND	DIPLOMA		BHM		ALL	
Father's highest education		n	%	n	%	n	%
Secondary school certificate (PMR)	1	173	21.3	18	2.2	191	23.5
	11	156	21.1	18	2.4	174	23.5
Malaysian certificate of education (SPM)	1	294	36.1	23	2.8	317	38.9
	11	261	35.3	22	2.9	283	38.2
Diploma	1	129	15.8	5	0.6	134	16.5
	11	119	16.1	5	0.7	124	16.8
Undergraduate degree	1	89	10.9	3	0.3	92	11.3
	11	80	10.8	3	0.4	83	11.2
Postgraduate degree	1	77	9.5	3	0.3	80	9.8
	11	73	9.8	3	0.4	76	10.3
Mother's highest education							
Secondary school certificate (PMR)	1	211	25.9	21	2.6	232	28.5
	11	195	26.4	21	2.8	216	29.2
Malaysian certificate of education (SPM)	1	333	40.9	20	2.5	353	43.4
	11	295	39.9	19	2.6	314	42.5
Diploma	1	122	14.9	9	1.1	131	16.1
	11	114	15.4	9	1.2	123	16.6
Undergraduate degree	1	64	7.9	2	0.2	66	8.1
	11	56	7.6	2	0.2	58	7.8
Postgraduate degree	1	31	3.8	1	0.1	32	3.9
	11	28	3.8	1	0.1	29	3.9
Family Annual income							
Under RM 24,000	1	404	49.6	38	4.7	442	54.3
	11	369	49.9	37	5.0	406	54.9
RM 24,001 - RM 40,000	1	147	18.1	11	13.5	158	19.4
	11	130	17.6	11	1.5	141	19.1
RM 40,001 - RM 60,001	1	103	12.6	2	0.2	105	12.9
	11	91	12.3	2	0.3	93	12.6
RM 60,001 - RM 100,000	1	78	9.6	1	0.1	79	9.7
	11	72	9.7	1	0.1	73	9.8
Over RM 100,000	1	29	3.6	1	0.1	30	3.7
	11	26	3.5	1	0.1	27	3.6

5.3 Comparison of Institutions Based on Spatial Location

There are a number of factors which might influence students' interest in a hospitality career and which may therefore, indirectly have some impacts on responses to the survey. One possible characteristic was related to the difference between regions and the individual institutions. It appears in this study that most of the public and private hospitality institutions are located in the most developed and major tourist areas in

Malaysia known as Klang Valley which comprises three cities, Kuala Lumpur, Petaling Jaya and Shah Alam. In this vicinity hospitality is considered to play an important role and contributes to the local economy especially in terms of employment. It might be true to note that students from these institutions have been aware of the connection of the hospitality industry to their lives. However, students from other institutions such as Dungun (Terengganu) and Pasir Gudang (Johore Baharu) which are not located in tourist areas may have viewed the industry differently. It is not unreasonable to assume that these students might have a different perception when it comes to industry expectation. This argument suggests that regional differences may exist in the way the industry is perceived.

To evaluate the existence of such differences, a comparative analysis between all institutions was undertaken to determine if any statistically significant differences existed. Analysis using the Scheffé test of significant differences ($p < 0.05$) showed that no statistically significant differences appeared on any of the items ($p > 0.05$). In other words, there were no fundamental underlying differences between all institutions. It is deduced that from a spatial perspective the sample could be treated as homogenous as a whole. However, when comparing the responses perceptions between public and public institutions using the independent groups t-test, statistically significant differences was found on 15 out of 57 items used in the questionnaire. Based on these two preliminary findings, a decision was made to present the overall results of all responses together in the next chapter (Chapter Six) and more detailed analysis comparing the differences and similarities of public and private institutions in Chapter Seven.

CHAPTER SIX

RESULTS OF ALL RESPONSES

6.1 An Overview

Before proceeding into the reported scores of the overall responses to each item for each round of data collection, attention will be focused on the normality of data distribution. The data were inspected using graphical displays of histogram, stem -and -leaf plot, boxplot and normal probability plot. Also used was the Kolmogorov - Smirnov statistical test that with few exceptions produced a level of significance of $p > .000$ for most variables in both rounds. Together, these clearly indicated that the distributions were not normal. Transforming the data by re-coding the values of some variables also did not give any improvement in the Kolmogorov - Smirnov scores. This suggested that the analysis should be based on non- parametric procedures.

However, Bryman and Cramer (1997) argue that the parametric test can still be used when the data fulfil these three conditions: (1) the survey sample is virtually the population of interest, (2) the level of scale of measurement is of equal interval or ratio scaling and (3) the variances of both variables are equal or homogenous. It was found from looking at the overall characteristics of the data that they are almost all negatively skewed to a similar extent. The data also show that the response rate was high and virtually constant between the first and second rounds which indicate that the characteristics of the data are representative of the whole population. As far as the condition of level of measurement is concerned, the criterion is met, given that these data are interval scale scores. Further, the Levene test of equality of variance shows that most of the items exceed the $p < 0.05$ which signifies that the variances of the

items are equal. In addition to these arguments, from several observations it was revealed that the non- parametric produced slightly lower probabilities for comparison of the items compared to the parametric test. For example, twenty seven out fifty seven items using the Mann- Whitney U test were identified as statistically significant differences as opposed to only twelve items (12) reported by the use of independent groups t-test for gender comparison on the dependent variables. This result indicated that the parametric test had strong explanatory power to imply and was more robust than the non- parametric procedure.

In line with the arguments presented above, the researcher therefore decided to adopt parametric procedures as the most appropriate approach for the present analyses and further analyses in the following chapters. However, certain non-parametric procedures were also employed whenever they suited the analysis.

It is common practice when dealing with questionnaire made up of many items to employ data reduction approaches such as factor analysis. Those items shown as grouping together in the resultant factors might be added or averaged to produce a single result for that group. This could be done before reporting the result in order to reduce the amount of complex detail. In section 6.5, the factor analysis that was conducted is reported, along with an explanation of how this was subsequently used in the detailed analyses of Chapter 8.

In line with this approach the individual ratings from all responses to each of the items used in each round of data collection are reported. Each of the next tables (6.1, 6.2 and 6.3) in this chapter reports the overall mean scores for all respondents for each of round

one and round two, along with standard deviation, skew and kurtosis value. Also reported are the results of analysis identifying statistically significant changes between the first and second round for each item.

This analysis was undertaken using the paired sample t- test procedure. The intention was to determine the existence of a decline in students' interest in the hospitality industry and at the same time to demonstrate the persistence of such a result as found by Fraser (2000). It should be particularly noted that the mean derived by paired sample t-test are not reported. To have included them would have resulted in very unwieldy tables. The levels of significance identified by paired sample t-test procedure are shown in the following tables by mean of bolding and asterisks. The means, standard deviation, skew and kurtosis scores are presented in the order and grouping of the sections used in the questionnaire. Some discussion of results is also provided.

6.2 Respondents' Reaction to Section A: Educational and Industry Aspect

As discussed in the methodology chapter, this section sought to identify and measure the existence and importance of factors moderating student selection of the hospitality programme, teaching institutions and industry employment aspects. Factors investigated included the role of potential "influencers" such as parents, peers, friends, teachers, counsellors and pre- tertiary teaching institutions. Respondents were asked about how strongly they were encouraged to study hospitality. However, in the successive round a slight modification of wording was made to three of the encouragement items to take into account the time at which the survey was undertaken. For example, the wording of "*my parents encouraged*" was changed to "*my parents*

still encourage" to identify the respondents' feeling as to whether they were still receiving encouragement from those individuals. Refer to appendices 1 and 2.

The result in Table 6.1 shows that parents' encouragement was rated as far more important by the respondents compared to that of friends, brothers / sisters, teachers and counsellors in the first round. In fact, over time respondents reported that parents still continued to support or encourage them to remain in the programme. This can be seen through the mean score which increased from 5.21 in the first round to 5.36 in the second round. This result indicates that students agree with the statement that parents are obviously more influential than "friends" or "other individuals" and this agreement remains relatively stable over the period.

When asked their points of view about the hospitality programme and educational provider, respondents somewhat agreed with most of the items. However, their perceptions and level of agreement slightly weakened over a period of time. This can clearly be seen as they started to express themselves as somewhat agreeing that they were satisfied with the offer of a place in the institutions (5.38). Over the second round, this item trends down with the decline to 5.15 being statistically significant ($p < 0.01$).

A similar pattern of decline occurred on items relating to respondents believing that 'whatever they learn will be useful in their future career' (5.99 decreasing to 5.76; $p < 0.01$), 'happy training to work in the hospitality industry' (5.45 decreasing to 5.28; $p < 0.01$) and 'a hospitality course provides a nurturing and caring environment' (5.11 decreasing to 4.77; $p < 0.001$).

Table 6.1 : Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section A of the questionnaire, reporting the level of agreement on the educational and industry aspect in the first and second round of data collection

Item	June 2002					March 2003				
	Mean Score	Std Dev	Skew	Kur-tosis	n	Mean Score	Std Dev	Skew	Kur-tosis	n
•My parents encouraged me to study hospitality	5.21	1.49	-1.015	.566	814	5.36	1.33	-1.240	1.61	740
I was very satisfied with the offer of a place on this hospitality course	5.38	1.25	-1.121	1.503	814	5.15**	1.34	-0.98	.561	740
I was attracted to hospitality through the glamorous image portrayed in the media	4.42	1.64	-.326	-.809	814	4.15	1.49	-.081	-.671	740
•My close friends encouraged me to study hospitality	4.05	1.81	-.232	-1.020	814	4.09	1.35	-.835	.537	740
I chose this course just to please my parents	2.86	1.92	.675	-.892	814	2.99	1.69	.618	-.721	740
I strongly believe that whatever I learn in this course will be useful in my future career	5.99	1.18	-1.575	2.928	814	5.76**	1.13	-1.213	2.263	740
I strongly believe I knew enough about the hospitality industry before I chose this course	4.28	1.60	-.345	-.644	814	3.87***	1.51	-.128	-.837	740
•My school teachers and counsellors encouraged me to study hospitality	3.94	1.76	-.0874	.179	814	4.03	1.65	-.224	-.890	740
I think hospitality courses offer more practical skill training than academic work	5.20	1.43	-.282	-.949	814	5.11	1.27	-.884	.485	740
•My brothers/ sisters encouraged me to study hospitality	4.22	1.76	-.282	-.949	814	4.75	1.42	-.673	-.021	740
My interest in hospitality comes from my upbringing	4.61	1.60	-.527	-.489	814	4.53	1.57	-.534	-.521	740

• Slight changes were made to these items in the second round

Note: a). Scales 1 = Totally disagree, 7 = Totally agree

b). Mean scores, standard deviation, skewness and kurtosis reported here are based on the entire data of each round

c). Significant differences were identified using paired sample t -test from the matched data - the paired sample mean scores are not reported in this table.

d). Significant differences are indicated as * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ and are bolded

e). All respondents answered all rating items in each round

Table 6.1 (cont/...) Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section A of the questionnaire, reporting the level of agreement on the educational and industry aspect in the first and second round of data collection

Item	June 2002					March 2003				
	Mean Score	Std Dev	Skew	Kurtosis	n	Mean Score	Std Dev	Skew	Kurtosis	n
I will use this hospitality course as a stepping stone to enter into an advance management programme	5.46	1.26	-1.067	1.238	814	5.20***	1.36	-1.060	.761	740
In choosing an educational institution, financial assistance was an important factor for me	5.33	1.36	-.855	.424	814	5.37	1.24	-.884	.569	740
My examination result only qualified me for a hospitality course	3.61	1.93	156	-1.244	814	3.76	1.80	-.042	-1.268	740
I chose this industry because of the opportunities to travel overseas	4.74	1.68	-.495	-.651	814	4.52	1.52	-.422	-.580	740
Hospitality courses provide a more nurturing and caring environment than other courses	5.11	1.26	-.781	.384	814	4.77***	1.32	-.525	-.313	740
Direct customer contact will provide a lot of job satisfaction	5.26	1.26	-.881	.796	814	5.11	1.13	-.689	.387	740
Hospitality gives me an opportunity to study overseas	5.07	1.39	-.729	.183	814	5.08 **	1.18	-.819	.647	740
I am happy to tell others that I am training to work in hospitality	5.45	1.37	-1.035	.809	814	5.28**	1.25	-.921	.639	740
Course fees were not important in my selecting a course of study	4.41	1.73	-.322	-.887	814	4.37	1.60	-.300	-.908	740
I believe that hospitality work is very stressful and pressured	4.54	1.60	-.439	-.542	814	4.55	1.59	-.404	-.716	740
One can get ahead in hospitality without having high level of education	4.11	1.67	-.147	-.865	814	4.40	1.63	-.397	-.711	740

- Note:**
- Scales 1 = Totally disagree, 7 = Totally agree
 - Mean scores, standard deviation, skewness and kurtosis reported here are based on the entire data of each round
 - Significant differences were identified using paired sample t - test from the matched data - the paired sample mean scores are not reported in this table.
 - Significant differences are indicated as * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ and are bolded
 - All respondents answered all rating items in each round

These results may indicate that at the start more students especially the ones new to hospitality courses are keen or anxious to learn and have a positive attitude that the programmes are worthwhile for their future career. However, after a period of time they are somewhat less happy with the institutions and programmes than they were before.

Respondents also reported that they somewhat agreed with the items of using a hospitality course as a stepping stone to advance into a management programme. This in fact accords well with the idea that some students may have entered hospitality management programmes without having first chosen their career, or having only a vague idea about the world of work in the hospitality industry. However, over time they may have realised they already know a lot and have discovered how little real use the course has been for their career intention. This probably best explains the statistically significant decline of the mean scores from 5.46 to 5.20, $p < 0.001$.

Statistically significant change is also shown in regard to the item dealing with students' prior knowledge about the hospitality industry before choosing the course, with mean scores declining from 4.28 to 3.87 ($p < 0.001$). This seems to show that students have come to realise that their general knowledge of the hospitality industry was very limited before enrolling in the programme. On the other hand, this result supports the previous argument that the students' decision in hindsight may have been less informed than they had realised. It is probable that further information and exposure during the year played a major part in this shift. Whether this was a result of formal classroom experience, changes in personal experience or general maturation will be discussed further in the cohort analyses.

One of the most interesting results is from the item dealing with the opportunity to study overseas. Although there was only a very small numerical increase in the mean score in the second round, the change distribution is strong enough to be statistically significant (5.07 increasing to 5.08; $p < 0.01$). This slight shift shows that more students as they progress believe that by taking a hospitality programme they have greater chances of advancing their study abroad. This result, in fact, fits the reality that most Malaysian students and their parents perceive that the quality of advanced hospitality education is enhanced by an overseas qualification. A large number of students were striving for a sponsor to study overseas, particularly in the western countries after they complete their diploma level. On top of that, qualifications from most of the better known institutions of higher education overseas tend to have better currency in the local employment market, particularly in the private sector where open competition prevails (Yusof, 2001).

In terms of standard deviation, little dispersion occurred on the observed value of each item which deviates from the mean. As presented in Table 6.1 some of the items in this section show a slight decrease in standard deviation over time and some others move in a reverse direction. This indicates that there is a slight consistency on the level of agreement and disagreement among respondents towards the items used in the survey. In other words, the levels of certainty of the respondents are reasonably firm on certain issues particularly on encouragement items, but a bit uncertain towards the education and industry aspects which show a declining of mean.

A general observation is that there is a slight downward shift in the mean scores over the period of study. Out of twenty items used in this section, twelve were identified as having a decline in the score value and ten increased in the second round. Of these trends, it could be said that respondents may be starting to get more information about the industry or about what they are experiencing in the programme. In fact, the maturation effects resulting from the passage of time may have slightly altered their level of agreement.

6.3 Respondents' Reaction to Section B: Level of Interest in and Commitment Toward Career intention

This section was examined according to the way the respondents viewed their level of interest in and commitment towards a career in the hospitality industry and how this view altered over time. Table 6.2, reports the results for each round. Of all twenty four items asked in this section, fifteen were found to have statistically significant changes over time.

Among items assessing respondents' level of interest and intention for future employment in the hospitality industry, five appear to have declined in the mean scores and are statistically significant. Such items are;

- I have a higher career expectation of the hospitality industry than most of my classmates (4.62 decreasing to 4.39; $p < 0.01$)
- I expect to get ahead quicker than my classmates in the industry (4.99 decreasing to 4.66; $p < 0.001$)
- I expect to work in the hospitality industry most of my working life (4.81 decreasing to 4.35; $p < 0.001$)
- I will accept almost any job to stay in the hospitality industry (4.62 decreasing to 4.34; $p < 0.001$).

Table 6. 2: Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section B of the questionnaire, reporting the level of agreement on career interest in the hospitality industry; First and second round of data collection

Item	June 2002					March 2003				
	Mean Score	Std Dev	Skew	Kurtosis	n	Mean Score	Std Dev	Skew	Kurtosis	n
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	4.05	1.85	-.130	-1.128	814	4.64***	1.84	-.611	-.819	740
My classmates have similar expectations as me about their career prospects in hospitality	4.72	1.29	-.593	.375	814	4.71	1.32	-.605	-.190	740
I am committed to a career in hospitality	5.26	1.24	-.736	.433	814	4.93***	1.28	-.522	-.205	740
I expect to work in the hospitality industry most of my working life	4.81	1.38	-.495	-.233	814	4.35***	1.51	-.038	-.950	740
I have a higher career expectation of the hospitality industry than most of my classmates	4.62	1.33	-.336	-.116	814	4.39**	1.38	-.210	-.516	740
I expect this course will only qualify me to do a specialised job in the hospitality industry	4.37	1.58	-.302	-.700	814	4.20	1.46	-.147	-.916	740
I expect to get ahead quicker than my classmates in this industry	4.99	1.34	-.623	.226	814	4.66***	1.29	-.500	-.580	740
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	4.06	1.84	-.323	-1.308	814	4.91 ***	1.47	-.455	-.558	740
I will stay in this industry if it provides me the best career option	5.73	1.17	-1.189	1.793	814	5.45***	1.22	-.853	.239	740
Being raised in a religious family background does not affect hospitality career success	5.01	1.52	-.690	-.198	814	4.90	1.44	-.660	-.242	740
I will accept almost any job to stay in the hospitality industry	4.62	1.46	-1.189	1.793	814	4.34***	1.42	-.166	-.732	740

Note: a). Scales 1 = Totally disagree, 7 = Totally agree

b). Mean scores, standard deviation, skewness and kurtosis reported here are based on the entire data of each round

c). Significant differences were identified using paired sample t - test from the matched data - the paired sample mean scores are not reported in this table.

d). Significant differences are indicated as * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ and are bolded

e). All respondents answered all rating items in each round

Table 6.2 (cont/...) Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section B of the questionnaire, reporting the level of agreement on career interest in the hospitality industry; First and second round of data collection

Items	June 2002					March 2003				
	Mean Score	Std Dev	Skew	Kurtosis	n	Mean Score	Std Dev	Skew	Kurtosis	n
The hospitality industry is an exciting and challenging environment to work in	5.74	1.12	-.523	-.286	814	5.36***	1.22	-.958	.956	740
I will readily take a job in another industry if it offers slightly more money	4.90	1.45	-1.203	.781	814	5.17	1.38	1.883	.070	740
I am still as keen to work in the industry as when I first chose this training programme	5.06	1.26	-.605	-.097	814	4.76***	1.29	-.538	-.279	740
I am very satisfied with my choice of career in hospitality	5.26	1.31	-.785	.433	814	4.98***	1.21	-.613	.271	740
I don't really mind which industry I work in, as long as the job is interesting	5.24	1.48	-.903	.259	814	5.12	1.35	-.704	.087	740
At the time I decided to train for hospitality there were other occupations I could have easily chosen	4.77	1.40	-.535	-.023	814	4.79	1.23	-.551	.160	740
Jobs in the hospitality industry involve harder work than I previously realised	5.10	1.22	-.851	.785	814	5.17*	1.33	-.712	.259	740
Deciding on this career was a definite mistake on my part	3.28	1.80	.360	-.906	814	3.49*	1.68	.206	-.858	740
Religious beliefs will help career progression in hospitality	4.52	1.49	-.469	-.273	814	4.55	1.42	-.448	-.417	740
Customers respect hospitality staff and appreciate the effort that they make	4.95	1.29	-.641	.289	814	4.95	1.23	-.743	.531	740
If I put a lot of effort into my hospitality career I will be well rewarded	5.38	1.23	-.794	.763	814	5.16***	1.17	-.869	1.02	740
I think hospitality provides greater promotional opportunity than other industries	5.22	1.30	-.918	.884	814	4.93***	1.36	-.643	-.327	740
I believe the hospitality industry provides more employment opportunities than other industries	5.32	1.31	-.996	1.143	814	5.04***	1.38	-.585	-.185	740

Note: a). Scales 1 = Totally disagree, 7 = Totally agree

b). Mean scores, standard deviation, skewness and kurtosis reported here are based on the entire data of each round

c). Significant differences were identified using paired sample t -test from the matched data - paired sample mean scores are not reported in this table.

d). Significant differences are indicated as * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ and are bolded

e). All respondents answered all rating items in each round

From looking at the pattern of the mean scores of the items listed, it appears clear that students reported themselves as somewhat positive and having an interest in gaining future employment in the hospitality industry by giving a more favourable evaluation at the commencement of the first round. Their interest, however, was not consistent over the ten month period and became less certain, with a slight downward shift occurring in the mean scores. The reasons for these changes are unclear, it could be that a large proportion of year-one and year-two students saw themselves as knowing a lot more about the industry than they did before. Most probably at this stage, these students start making decisions as to whether to accept any jobs, or to spend most of their working life in the hospitality industry. As it is, they also appear ambivalent as to whether they have higher expectations of getting ahead more quickly in the hospitality industry than their classmates. This might explain the statistically significant reduction ($p < 0.001$) in all the items.

As there were a high number of females and Malay ethnic groups in the overall responses, they would be expected to agree with the questions that all ethnic groups were equally treated and disagree that men have more opportunity than women in the hospitality industry. These assumptions however, were not supported. Respondents seemed to be quite reserved or unwilling to express their views in the first round survey, but rather more open in the subsequent round by somewhat agreeing that men have more opportunity (4.05 increased to 4.64; $p < 0.001$) and all ethnic groups have been equally treated in the Malaysian hospitality industry (4.06 increased to 4.91; $p < 0.001$). This perhaps best explains the increase of the mean scores and being statistically significant, even though the score is not enough to change the degree of

level of agreement. Nevertheless, no evidence could be given of the trend at this point and will be explored further in the cohort analysis.

With regard to career intention, respondents perhaps more or less in the second round anticipated how hard the work would be (5.10 increased to 5.17; $p < 0.05$), therefore becoming less committed to a career in hospitality (5.26 decreased to 4.93; $p < 0.001$) and being less keen to work in the industry (5.06 decreased to 4.76; $p < 0.001$). This is further supported by a decline in the level of certainty that they chose the right career (5.26 to 4.98, $p < 0.001$) and a dramatic decline in willingness to accept any job in order to remain in the industry (4.62 to 4.34, $p < 0.001$). It is believed that if the time gaps between both rounds were much longer, a greater decline in intention could be expected and may have reduced the mean scores extremely.

These changes may also suggest that students, especially the juniors started to acquire more realistic facts about career and employment conditions in hospitality and realised it involved a lot of effort. This impression may have affected their views and somewhat altered their perceptions towards employment in the industry, thus they are giving a more reasonable evaluation of their current thoughts about the industry. This argument could be supported by the decline in the level of agreement in three other items related to industry employment. Such items are:

- If I put a lot of effort into my hospitality career I will be well rewarded (5.38 decreasing to 5.16; $p < 0.001$)
- I think hospitality provides greater promotional opportunity than other industries (5.22 decreasing to 4.93; $p < 0.001$)
- I believe the hospitality industry provides more employment opportunities than other industries (5.32 decreasing to 5.04; $p < 0.001$)

On the contrary, a small shift was detected in the item relating to 'deciding on this career was a definite mistake'. This item mainly asked the respondents' view of their career decision and their motivation in continuing an intention of the chosen career. Most of the respondents rejected this and were not agreeable to revealing that their choice of a hospitality career was a mistake. This would indicate that the majority of the respondents were not apparently planning or intending to change their chosen career. This perhaps fits the increase of the mean scores over time for this item from 3.28 to 3.49 and being statistically significant at $p < 0.05$.

Other items in this section which show a similar pattern of change but are not strong enough to be statistically significant are;

- Being raised in a religious family background does not affect hospitality career success (5.01 declines to 4.90).
- I will be ready to take a job in another industry if it offers slightly more money (4.90 increases to 5.17)

Of these, changes in the item related to whether respondents will be ready to change to another industry for more money were more noticeable. An increase in the mean score over the period of the survey indicates that respondents have given a strong expression to the importance of money. This phenomenon is quite understandable for

young students with high ambitions and giving a higher importance to earning money was anticipated. At their age, getting a job is a primary concern for them and they were not prepared to be selective in the first instance, although for some, such employment may be a temporary expedient.

6.4 Respondents' Reaction to Section C: Feelings About Work in General

In this section, respondents were asked to indicate their views, on a seven point Likert scale, on items reflecting the degree of importance for them about work in general. As mentioned earlier all items in this section were replicated from Fraser (2000) and remain unaltered throughout survey rounds. The aim was to provide insight into the direction and extent to which the work values change over time. Table 6.3 presents the students' responses to items in both rounds of data collection.

The highest rating in the first round was given to items about working with people who are friendly and understanding (6.19), developing skills and abilities at work (6.03) and working in pleasant surroundings (5.70). It can be speculated that these ratings might come from students who are in the early stage of shaping their perception toward hospitality employment. They as potential industry employees considered having good working colleagues in their future work place to be an important attribute. They were also expecting to work in a conducive working environment and had a great concern for self development by gaining more exposure, and experience in the industry.

Table 6.3 : Overall mean scores, standard deviation, skewness and kurtosis for rating of items in Section C of the questionnaire, reporting the importance of feelings about work in general in the first and second round of data collection

Item	June 2002					March 2003				
	Mean Score	Std Dev	Skew	Kur-tosis	n	Mean Score	Std Dev	Skew	Kur-tosis	n
Working with people who are friendly and understanding	6.19	1.07	-1.273	1.292	814	5.82***	1.17	-1.11	1.70	740
Developing and using my skills and abilities at work	6.03	.969	-.685	-.121	814	5.85***	.98	-.583	.242	740
Making or doing something original through my work	5.74	1.03	-.584	.126	814	5.54***	1.10	-.603	.256	740
Earning large amounts of money as the reward for my work	5.26	1.30	-.584	.039	814	5.37	1.26	-.711	.556	740
People thinking that my work is important	5.08	1.27	-.421	-.052	814	5.25**	1.25	-.554	.049	740
Others being helped through my work	5.14	1.22	-.308	-.151	814	5.13	1.13	-.465	.193	740
Being in charge of other workers	4.81	1.31	-.334	.053	814	4.90	1.11	-.711	1.05	740
Being free from having to work in my spare time	4.62	1.43	-.323	-.198	814	4.75	1.33	-.577	.082	740
Being physically active in my work	5.40	1.20	-.695	.461	814	5.28	1.09	-.527	.759	740
Working in pleasant surroundings	5.70	1.24	-.944	1.034	814	5.66**	1.11	-.779	.789	740
Living life my own way and not having it determined by my work	5.06	1.44	-.621	.115	814	5.08	1.34	-.768	.696	740

Note: a). Scales 1= No Importance, 7 = Very importance

b). Mean scores, standard deviation, skewness and kurtosis reported here are based on the entire data of each round

c). Significant differences were identified using paired sample t - test from the matched data - paired sample mean scores are not reported in this table

d). Significant differences are indicated as * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ and are bolded

e). All respondents answered all rating items in each round

However, the degree of importance of these items declined in the subsequent round and was statistically significant. These items are restated below;

- Working with people who are friendly and understanding (6.19 declines to 5.82; $p < 0.001$)
- Developing and using my skills and abilities at work (6.03 declines to 5.85; $p < 0.001$)
- Working in pleasant surrounding (5.70 declines to 5.66; $p < 0.01$)

This declining pattern fits the idea that as the students progressively increased their life experience or received more exposure through practical classes in the programme and in the industry, their expectation slightly altered and they therefore gave their true feelings to statements.

Students also appeared to have very pragmatic thoughts about the item 'people think my work is important' as indicated by an increase in mean score from 5.08 to 5.25 ($p < 0.01$) over time. This strong expression is expected to have the same pattern or a parallel score to the item 'doing something original through my work' as it, too, relates to a positive connotation on work value. However, the increase of the former was not supported by the latter item. Instead, there was a decrease in the importance of doing something original as indicated by the declining in mean from 5.74 to 5.54 and being statistically significant with $p < 0.001$). From these results, it could be said that students may not fully understand and recognise this value as being important to them.

With regards to other items in this section, as expected the importance of money (5.26 rising to 5.37) and wanting to be in charge of others (4.81 to 4.90) altered over time. Respondents agreed with these two items somewhat more in the second round. This is not surprising as the majority of young people usually give priority to monetary rewards in their early age, while managing others fits with the idea that students in this programme are trained to hold future supervisory level or management positions in the hospitality industry. However, the patterns of change were not strong enough to be statistically significant.

Overall, the patterns of shifting values across all items in this section were inconsistent, with an increase in five items and a decrease in six items in the mean scores in the second round. It could be said that some students, year one in particular, have no clear idea of what might be important to them about work values as they are learning their way to the world of employment. In fact, this fits well with the fact that the majority of the samples are from the first and second year students. However, more consistent patterns of shift are expected to occur among third year students in the cohorts' analysis in Chapter Eight.

6.5 Factor Analysis of Overall Data

The calculation of the Kaiser - Mayer - Olkin statistic of .868 for the first and .838 in the second round in Chapter Four clearly indicated that the data set are suitable for factor analysis. This test was conducted on the first and second round dataset separately to identify whether the underlying relationships and the grouping for each of the items were consistent with the way the questionnaire was developed. In other

words, this technique was used to assess whether the items did group into logically consistent factors. This was done using Principal component analysis with varimax rotation and Kaiser normalisation on the fifty seven scale items used in the instrument to ascertain the conceptual linkages among the variables.

Factor analysis is often used as a data reduction process. However, because this research sought in depth understanding, each item was to be analysed rather than risk losing critical information. For example, parents, teachers and friends may each have quite different importance for each ethnic, gender or religious sub-groups.

Accordingly, the data was not subsequently reduced by any amalgamation or averaging process of such related items.

To assist interpreting the rotated factor patterns (varimax), an item factor loading greater than 0.30 criteria was employed (Hair and Anderson, 1995). The rotation converged in twenty two iterations and eight components were extracted from the first round data set. With a few exceptions, the grouping of the items and the signs which indicate relationships between them conceptually fit well together to form the factors. Table 6.4 displays the dimension of each factor. For greater clarity of presentation, values less than 0.30 were suppressed in the output tables and automatically sorted by size.

Table 6.4: The result of the principle component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the first round of data collection

Items	Component							
	1	2	3	4	5	6	7	8
I expect to work in the hospitality industry most of my working life	.695							
I am committed to a career in hospitality	.658							
I am very satisfied with my a choice of career in hospitality	.615							
I have higher career expectation of the hospitality industry than most of my classmate	.596							
I am still as keen to work in the industry as when I first chose this training programme	.564							
I think hospitality provides greater promotional opportunity than other industries	.562							
I believe the hospitality industry provides more employment opportunities than other industries	.480							
I will readily take a job in another industry if it offers slightly more money	.459							
I will accept almost any job to stay in the hospitality industry	.434							
If I put a lot of effort into my hospitality career I will be well rewarded	.374				.363			
The hospitality industry is an exciting and challenging environment to work in	.355	.388						
Hospitality courses provide a more nurturing and caring environment than other courses		.597						
Hospitality gives me an opportunity to study overseas		.591						
I am happy to tell others that I am training to work in hospitality	.352	.548						
I will use this hospitality course as a stepping stone to enter into an advance management programme		.518						
I chose this industry because of the opportunities to travel overseas		.471		.308				
I expect this course will only qualify me to do specialised job in the hospitality industry		.419						
I strongly believe that whatever I learn in this course will be useful in my future career		.390		-.347				
I was very satisfied with the offer of a place on this hospitality course	.346	.382						
I think hospitality courses offer more practical skill training than academic work		.330						
Being free from having to work in my spare time			.604					
Working in pleasant surroundings			.592					
Others being helped through my work			.584					
Living life my own way and not having it determined by my work			.562					
Being in charge of other workers			.558					
People thinking that my work is important			.533					
Being physically active in my work			.515					
Making or doing something original through my work			.445	-.375				
Earning large amounts of money as the reward for my work			.402				.307	
Developing and using my skills and abilities at work			.343	-.547				

Items	Component							
	1	2	3	4	5	6	7	8
Deciding on this career was a definite mistake on my part				.539				
I strongly believe I knew enough about the hospitality industry before I chose this course				.474	.395			
Direct customer contact will provide a lot of job satisfaction				.473				
I strongly believe men have more opportunity to get ahead than women in the hospitality industry				.420				
I expect to get ahead quicker than my classmates in this industry				.411	.325			
Working with people who are friendly and understanding			.330	-.384				
One can get ahead in hospitality without having high level of education				.330				
Being raised in a religious family background does not affect					.578			
I believe all ethnic groups are treated equally in the Malaysian hospitality industry					.483			
Religious beliefs will help career progression in hospitality					.468			
Customers respect hospitality staff and appreciate the effort that they make					.455			
My interest in hospitality comes from my upbringing					.395	.308		
I will stay in this industry if it provides me the best career option					.337			
My brothers/ sisters encouraged me to study hospitality						.724		
My school teachers and counsellors encouraged me to study hospitality						.625		
My close friends encouraged me to study hospitality						.622		
My parents encouraged me to study hospitality				.433		.535		
I chose this course just to please my parents						.434		
My examination result only qualified me for a hospitality course						.421		
I was attracted to hospitality through the glamorous image portrayed in the media						.393		
I don't mind which industry I work in, as long the job is interesting							.570	
Jobs in the hospitality industry involve harder work than I previously realised	.327						.516	
At the time I decided to train for hospitality there were other occupations I could have easily chosen							.509	
I believe that hospitality work is very stressful and pressured	.323						.467	
Course fees were not important in my selecting a course of study								.575
In choosing an educational institution, financial assistance was an important factor for me						.378		.504

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 22 iterations with 8 components extracted

Based on the outcomes, eleven items clearly relate to each other and form what was termed **career intention and commitment**. These items have made logical sense as a measure of the intent of respondents to pursue a career in hospitality and what

influenced their intention toward the chosen career. This included such items as to name a few, 'expect to work in hospitality for most of my working life', 'committed to a career in hospitality', 'satisfied with my choice of career', 'accept almost any job to stay in the hospitality' and few more others.

In the second factor, seven items such as 'whatever I learn in this course will be useful in my future career', 'satisfied with offer of a place on this hospitality course', and a few others were identified as fitting together to create what could be called the **educational factor**. These are perhaps the most suited items to evaluate the extent that educational aspects influence respondents interest about hospitality. A third factor made up of ten items can be easily titled the **value of work**. Such items included 'working in pleasant surrounding', 'being in charge of other workers', 'people think that my work is important'. These deal with how the respondents perceive the importance of work in general.

However, the fourth factor which comprises nine items appeared somewhat confused as they include items that might be a better fit in other factors. For example, the items 'my examination result only qualified me for a hospitality course' and 'I expect this course will only qualify me to do specialised job in the hospitality industry' were perhaps more suitable to be grouped in factor two. While, items 'I strongly believed that men have more opportunity to get ahead than women in the hospitality industry' and 'deciding on this career was a definite mistake on my part' are more suitable to be in another component as they are comparing employment opportunities between men and women and the incorrect choice of career decision. Nevertheless, a few items do fit together and are suitable to be named as **educational expectations**.

The fifth factor is also made up of slightly more diverse items; however, some of them can be seen as making sense in terms of conceptual linkages to each other. Items such as 'being raised in a religious family background does not affect hospitality career success' and 'religious beliefs will help career progression in hospitality' closely relate to each other and fit into the same group. These two items can be named as **religious beliefs**.

Seven items which were listed as potential sources that influence respondents in their career choice, such as parents, brothers/ sisters, friends, and teachers and counsellor's encouragement were associated with the sixth factor named as **influences**. For the seventh factor, variables such as 'industry involves harder work', 'hospitality work is very stressful and pressured' and 'I don't mind working as long the job is interesting' seem to make sense and are closely related to **industry physical aspects**. Arguably these items also fit in other factor as well. The last two items in factor eight such as 'Course fees were not important in my selecting a course of study' and 'In choosing an educational institution, financial assistance was an important factor for me' were associated with money and simply labelled as **educational fee**.

Similar analyses were taken of the second round data set. This was to re-examine to what extent the factors were consistent with the first round result. Rotations were converged in seventeen iterations and eight components were extracted. Given that all the same items were used again in the second round with no items added or removed from the instrument, the same logical sense of underlying relationships are shown in the result. These particularly related to value of work, career influences, educational and career intention and commitment factor. All items relating to these

four factors remained unchanged in the second round data set analysis. See appendix 3 for the result of factor analysis in the second round.

In fact, the remaining factors were more or less stable with the proceeding analysis except for a few items smoothing out from one dimension to another. For example, items such as ' job in hospitality industry involved harder work than I previously realised ', ' I believed that hospitality work is very stressful and pressured ' and ' If I put a lot of effort in my hospitality career I will be well rewarded ' did not remain in the same dimension they belong to but form the sixth factor in this analysis.

Nevertheless, these items are closely related to each other and all of them perhaps more suitable to be clustered in career intention and commitment factor. Overall, most of the items in all component factor in this analysis are almost identical to ones in the first round. Therefore, for the purpose of completeness the round two results can be seen in appendix 3

Given that the main objective of this study is to identify students altering views and values about career influences, educational aspects, importance of work in general and their intention and commitment toward hospitality career, these four dimensions of factor analysis are considered sufficient to be used in greater in-depth cohort analyses in Chapter Eight. For that purpose, thirteen items were seen as being relevant to measure the intent of respondents to pursue career in hospitality (career intention and commitment), seven items fit well for career influences, twelve items for value of work and seven items for educational aspects. However, before proceeding into such analysis, data comparing various sub- groups in public and private institutions are discussed in the next chapter.

CHAPTER SEVEN

ANALYSIS OF RESPONSES FROM PUBLIC AND PRIVATE HOSPITALITY INSTITUTIONS

7.1 An Overview

The main intention of this research is to identify the potential causes of any change in the career commitment of hospitality students with regard to their intention to pursue a career in the hospitality industry. However, before investigating what changes occur, attention is focussed on the differences which may exist between students in public and private institutions. As previously argued in Chapter Three, students making a choice of study programme and institution could be subjected to several structural features of the institutions such as the general academic climate, standard of institutions, facilities, educational specialization and the scholastic achievement which may also influence their vocational opportunities. It is assumed that students who enter private institutions do so based as much on their personal attitudes, expectations and aspirations developed while at secondary school as with their parents' financial resources, just as do those entering public institutions. However, there is potentially an element of elitism, status and ability to afford to pay on the part of students' parents. Based on these assumptions, it is expected that there will be some fundamental underlying differences of the intent and possibly the level of motivation between students in the public and private hospitality institutions. This analysis, therefore, is to establish whether the data from public and private institutions need to be treated as two distinct populations or are they effectively a homogenous group.

To explore such comparison, responses from public and private institutions and different levels of Diploma and BHM programmes were cross-tabulated with each of the independent variable categories of gender, ethnicity, religion, type of secondary schools and prior experience. Also cross-tabulated were the geographical location of upbringing, parental occupations, educations and annual incomes. These variables were considered as the central foci of this analysis as they potentially lead to differences between responses from both institutions, and also fundamentally lead to differing expectations and changing levels of hospitality career commitment.

As stated in Chapter Five, there was a decrease in the number of respondents between the first and second round. However, this small decline had very little effect on the proportions of the respondents from each type of institution. Further, the matched paired comparisons between rounds also do not result in any different detail in respondent profiles. Therefore, analysis in this chapter is based on the first round data reporting the frequencies and percentage of respondents between both institutions.

7.1.1 Comparison of Institutions and Levels of Programme by Gender

The first independent variable used compared the types of institutions by level of programmes and gender. As can be seen in Table 7.1, female students are much more highly represented than male students in diploma programmes including the BHM in both categories of institutions. The BHM programme stands out as being very different in this regard with the proportion of females (71.7 per cent) slightly higher than the male students (28.3 per cent). Overall the proportions of females to males could be typified as a 60:40 split.

The high proportion of female students enrolled in the Diploma and BHM programmes may suggest that hospitality programmes tend to be popular among female students. In fact, the over representation of females in the hospitality programme was also found in other studies such as Davidson (1996) in Australia, Okeiyi, Okeiyi, and Bryant (1998) in the United States and Fraser (2000) in New Zealand. This current situation in Malaysia may also be due to government policy under the new Education Act 1996 addressing "affirmative action" which encourages more females to venture into this sector of industry (Malaysian Economic Report, 1999 / 2000).

Table 7.1: Numbers and percentages of respondents of each gender reported by type of institution and levels of programmes in first round of data collection

	Diploma							BHM			
College Type	Year 1			Year 2		Year 3		All Year		Total	
a. Public		M	F	M	F	M	F	M	F	M	F
	f	70	85	59	84	55	63	15	38	199	270
	%	45.2	54.8	41.3	58.7	46.6	53.4	28.3	71.7	42.4	57.6
b. Private	f	46	82	53	69	43	52			142	203
	%	35.9	64.1	43.4	56.6	45.3	54.7			41.2	58.8
Total	f	116	167	112	153	98	115	15	38	341	473
	%	14.2	20.5	13.8	18.8	12.0	14.1	1.8	4.7	41.9	58.1

However, the distinctions between proportions of gender across all levels of the programme in both institutions are not considered very large and fit closely the gender balance and the population of interest. The Chi-square test (Table 7.2) clearly shows the differences are not statistically significant with $p > 0.05$.

Table 7.2: Chi-square test for proportion of gender in both institutions in the first round

Chi-Square Tests

college type		Value	df	Asymp. Sig. (2-sided)
private	Pearson Chi-Square	2.364 ^a	2	.307
	Likelihood Ratio	2.379	2	.304
	Linear-by-Linear Association	2.097	1	.148
	N of Valid Cases	345		
Public	Pearson Chi-Square	5.729 ^b	3	.126
	Likelihood Ratio	5.921	3	.116
	Linear-by-Linear Association	1.754	1	.185
	N of Valid Cases	469		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 39.10.

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.49.

At this point, attention is also given to whether male and female students in public institutions are different from males and females in private institutions. It is argued that male and female students in different institutions might think differently about various aspects of the hospitality programmes and the industry. For example, males in private institutions could place a greater importance on the course fees, career development, working environment, higher pay expectation and promotion than males in the public institutions.

To determine the extent that differences exist, the Independent - sample t-test was used for all dependent variables comparing the perceptions of male versus male student in the public and private institutions. A similar approach was also applied to female respondents. The two tables (Table 7.3 and 7.4) present the result of these analyses. Only items for which there are statistically significant differences between institutions from the first round of data collection are reported. Again, no detailed interpretation is made apart from noting the differences and similarities.

As can be seen from Table 7.3, five items were found to have statistically significant differences attributed to male respondents. Males in private institutions had a somewhat different perception related to brothers / sisters encouragement than males in public institutions. The differences were also apparent in items related to being attracted to hospitality programme and the importance of the course fees in selecting the study programme. Males in public institutions were also believed somewhat more that religious faith would help in their career progression.

These differences suggest that male respondents from private institutions, who probably came from high ranking families are likely to have more concern about the programmes they were in and know what career they chose as compared to males from public institutions. This would be expected as their aspirations probably also reflect the parental expectation of spending extra money for tuition fees as compared to gaining a public education.

Table 7.3: Showing mean scores for items in the first round of data collection analysed by comparing male students in the public and private institutions with t-test results and level of significance.

Items	Col	n	Mean	Std Dev	t-value	Sig 2- tail
I was attracted to hospitality through the glamorous image portrayed in the media	PU	199	4.65	1.57	-3.815	.001 **
	PR	142	3.96	1.67		
My brothers/ sisters encouraged me to study hospitality	PU	199	4.04	1.72	-2.366	.019*
	PR	142	4.50	1.78		
Jobs in the hospitality industry involve harder work than I previously realised	PU	199	4.82	1.47	-2.002	.046*
	PR	142	4.65	1.55		
Religious beliefs will help career progression in hospitality	PU	199	4.82	1.41	2.726	.007**
	PR	142	4.38	1.60		
Course fees were important in my selecting a course of study	PU	199	4.25	1.75	-3.503	.001 **
	PR	142	4.89	1.55		

Note: 1. Level of significance indicated as * = p < 0.05; ** = p < 0.01; * = p < 0.001**
2. PU = Public institutions; PR = Private institutions

Table 7.4: Showing mean scores for items in the first round of data collection analysed by comparing female students in the public and private institutions with t- test results and level of significance.

Items	Col	n	Mean	Std Dev	t-value	Sig 2- tail
Hospitality gives me an opportunity to study overseas	PU	270	4.55	1.74	-2.361	.019*
	PR	203	5.00	1.61		
I strongly believe I knew enough about the hospitality industry before I chose this course	PU	270	3.98	1.63	-2.284	.023*
	PR	203	4.52	1.50		
Being raised in a religious family background does not effect hospitality career success	PU	270	5.16	1.46	3.283	.001**
	PR	203	4.70	1.57		
Working in pleasant surroundings	PU	270	5.80	1.20	2.202	.028*
	PR	203	5.56	1.19		
Religious beliefs will help career progression in hospitality	PU	270	4.64	1.37	3.503	.001**
	PR	203	4.17	1.53		

Note: 1. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; * = $p < 0.005$**
2. PU = Public institutions; PR = Private institutions

Four items with statistically significant differences were identified (Table 7.4) when female respondents in both institutions were compared. Females in private institutions rate slightly higher that they chose the programme because of the opportunities to study overseas and that they had a good prior knowledge about the industry before choosing the course as compared to females in public institutions. Females in public institutions on the other hand somewhat more strongly believe that being raised in a religious family background does not affect their hospitality career success. These differences indicate that female students in private institutions are slightly clearer about the programme than females in public institutions. Again, this may also reflect the socio-economic position of parents which may influence their son's or daughter's vocational aspirations by getting them a better education in private institutions.

However, the distinctions between males versus males (five items) and females versus females (four items) in public and private institutions are not considered large as compared to the fifty seven variables used in the instrument. The differences are mainly related to programme aspects rather than attitudes about industry in general. Therefore, there is no clear evidence to believe that male and female respondents in

public and private institutions are different population in attitudes about the industry or its career opportunities.

7.1.2 Comparisons of Institutions and Levels of Programme by Ethnicity

Table 7.5 shows the percentage and total of each ethnic group of samples attending each level of programme at both institutions.

Table 7.5: Number and percentage of respondents of each ethnicity reported by type of institutions and levels of programme in first round of data collection

College Types	Ethnicity	Diploma				BHM	Total
			Year 1	Year 2	Year 3		
a. Public	Malay	f	149	140	111	49	449
		%	96.1	97.9	94.1	92.5	95.7
	Chinese	f	1		3		4
		%	0.6		2.5		0.9
	Indian	f	3		1		4
		%	1.9		0.8		0.9
	Others	f	2	3	3	4	12
		%	1.3	2.1	2.5	7.5	2.5
b. Private	Malay	f	26	40	37		103
		%	20.3	32.8	38.9		29.9
	Chinese	f	81	68	50		199
		%	63.3	55.7	52.6		57.7
	Indian	f	18	9	3		30
		%	14.1	7.4	3.2		8.7
	Others	f	3	5	5		13
		%	2.3	4.1	5.3		3.8
TOTAL		f	283	265	213	53	814
		%	34.8	32.5	26.2	6.5	100

Among ethnic respondents, Malays dominated the student population in public hospitality institutions with 95.7 per cent in all levels of Diploma and BHM programmes compared to a very small proportion of Chinese, Indians and other ethnic groups. The low representation of Chinese and Indian in public hospitality institutions is quite surprising since the general guideline ratios for students by major ethnic groups for Malaysian public universities entry including hospitality programmes are 60:30:10 for Malay, Chinese and Indian respectively. This is the National Policy on higher education stated under the New Economic Policy (1980 -1990) and public

universities are still using these ratios as a guideline. Furthermore, the current situation in Malaysia indicates that more than 30 to 40 per cent of the population between the age of 19 to 25 are able to pursue higher education in local public and private colleges (MOE, 2001). It could be speculated that private hospitality institutions would be the first preference especially among the Chinese students in pursuing their career in the industry compared to public hospitality institutions. However, no evidence of this was revealed.

Unlike public institutions, all private institutions of higher learning are not restricted to the above ratios, and therefore are free to have any combination of ethnic groups. Although statistics on private higher education are scarce, the general patterns in the private colleges show that the Chinese are amongst the majority enrolled in these colleges. This may explain the higher number of Chinese in this sample with 57.7 per cent compared to Malay at around 29.9 per cent, Indian around 8.7 and other ethnic groups around 3.7 per cent. In line with what has been argued before, the higher proportion of Chinese students in private institutions could also be a matter of status, the ability of Chinese parents to afford the cost of their children getting the best possible education and to improve their social skills.

As in the previous section, the Chi-square test was used to determine whether there was any significant difference in proportion between ethnic groups in public and private institutions. As shown in Table 7.6 statistically significant differences exist between ethnic groups in private institutions with $p < 0.05$. This result indicates that there are unequal proportions of ethnic groups' represented in both institutions particularly in public institutions.

Table 7. 6: Chi-square test for ethnic groups in public and private institutions

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	414.852 ^a	3	.000
Likelihood Ratio	479.600	3	.000
Linear-by-Linear Association	224.723	1	.000
N of Valid Cases	814		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.60.

Again, attention is also given to whether each ethnic group in the public institutions is different from those in the private institutions. However, owing to the very small proportion of Chinese, Indian and students of other ethnic groups in public institutions, comparison of each ethnic group except for Malay is considered statistically unreliable. Therefore, as the means to determine whether data from both institutions can be treated as one group or separate, comparison between Malay students in public and Malay in the private institutions was undertaken on all dependent variables. Of fifty seven variables, only four statistically significant items were identified. Given the very small number of statistically significant differences among the responses the full findings have not been reported here nor included in the appendices. Based on this result, ethnic group from both hospitality institutions permit to be combined together as one group.

7.1.3 Comparisons of Institutions and Levels of Programme by Religion

Table 7.7 reports the number and percentage of respondents based on religion by type of institution and levels of programmes in the first round of data collection.

Table 7.7: Number and percentage of respondents based on religion by type of institution and levels of programme at first round of data collection

College Types	Religion	Diploma				BHM	Total
			Year 1	Year 2	Year 3		
a. Public	Muslim	f	150	140	112	49	451
		%	96.8	97.9	94.9	92.5	96.2
	Buddhist	f	2		3		5
		%	1.3		2.5		1.1
	Christian	f	2	2	2	4	10
		%	1.3	1.4	1.7	7.5	2.1
	Hindu	f	1		1		2
		%	0.6		0.8		0.4
	Others	f		1			1
		%		0.7			0.2
b. Private	Muslim	f	26	41	37		104
		%	20.3	33.6	33.9		30.1
	Buddhist	f	49	43	25		117
		%	38.2	35.2	26.3		33.9
	Christian	f	37	21	14		72
		%	28.9	17.2	14.7		20.9
	Hindu	f	7	5	3		15
		%	5.5	4.1	3.2		4.3
	Others	f	9	12	16		37
		%	7.0	9.8	16.8		10.7
TOTAL		f	283	265	213	53	814
		%	34.8	32.5	26.2	6.5	100

As Malay is almost synonymous with Muslim, it is not surprising to see that the percentages of Muslim students in all levels of programmes in public institutions are almost the same as reported for ethnicity. There are very small proportions of Buddhist and Hindu students in this category of institution. However, the proportion of students of each religion in private institutions was quite similar with Buddhists (33.9 per cent), Muslims (30.1 per cent) and Christians (20.9 per cent) with a very small proportion of Hindus (4.3 per cent) and other religious groups (10.7 per cent). It is worth noting here that, the Christian students in this sample mostly come from Chinese, Indian and other ethnic groups.

A similar approach as in ethnicity was used to identify whether data from both institutions are from different populations. Again, because of very small proportion of Buddhist, Christian, Hindu and students of other religions in public institutions,

comparison of each ethnic group except Muslims is considered unreliable. Based on the same argument as ethnicity, the data for Muslims in the public institutions were compared with Muslim students in the private institutions as a means of comparing institutions. The result showed four similar statistically significant items were identified as in ethnicity. This outcome clearly indicates that Muslim students in both institutions have common views on almost all items in the instrument.

7.1.4 Comparisons of Institutions by Levels of Programme and Secondary Schools Background

Table 7.8 reports the proportion of respondents of the first round survey at both institutions in each of the four types of secondary schooling attended by students prior to embarking on hospitality programmes.

Table 7.8: Number and percentage of respondents based on secondary school by type of institution and levels of programme

College Types	Secondary school	Diploma				BHM	Total
			Year 1	Year 2	Year 3		
a. Public	Normal	f	113	90	88	45	336
		%	72.9	62.9	74.6	84.9	71.6
	Boarding	f	24	26	8	4	62
		%	15.2	18.2	6.8	7.5	13.2
	Vocational	f	12	26	19	4	61
		%	7.7	18.2	16.1	7.5	13.0
	Others	f	6	1	3		10
		%	3.9	0.7	2.5		2.1
b. Private	Normal	f	80	88	72		240
		%	62.5	72.1	75.8		69.6
	Boarding	f	9	25	9		43
		%	7.0	20.5	9.5		12.5
	Vocational	f	34	7	5		46
		%	26.6	5.7	5.3		13.3
	Others	f	5	2	9		16
		%	3.9	1.6	9.5		4.6
TOTAL		f	283	265	213	53	814
		%	34.8	32.5	26.2	6.5	100.0

The detail of the table indicates that public institutions represent 71. 6 per cent and private represent 69.6 per cent of students from normal secondary schools compared to

approximately 13.0 per cent from boarding and vocational schools. However, the small percentage of students especially from vocational schools may indicate that these students are really keen or interested in pursuing a career in hospitality, or they might have previously taken a hospitality course offered in vocational (catering) secondary schools. These results, on the other hand, revealed that the hospitality programmes may have attracted more students from normal secondary schools than the other three schools.

Comparison using a chi-square test shows that there are statistically significant differences ($p < 0.05$) between the proportions of respondents in both institutions. These results indicate that there is an imbalance in the proportions of respondents from each secondary school across all levels of programmes in both institutions. However, these overall proportions are in line with the Malaysian secondary schools student ratios which are 70 per cent in the normal, 10 per cent in boarding, 10 per cent in vocational and 5 per cent in other independent schools (MOE, 2001).

Table 7. 9: Chi-square test for the differences between type of secondary schools in both institutions

Chi-Square Tests				
college type		Value	df	Asymp. Sig. (2-sided)
private	Pearson Chi-Square	45.607 ^a	6	.000
	Likelihood Ratio	43.946	6	.000
	Linear-by-Linear Association	4.638	1	.031
	N of Valid Cases	345		
Public	Pearson Chi-Square	24.376 ^b	9	.004
	Likelihood Ratio	26.682	9	.002
	Linear-by-Linear Association	1.129	1	.288
	N of Valid Cases	469		

- a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 4.41.
- b. 4 cells (25.0%) have expected count less than 5. The minimum expected count is 1.13.

7.1.5 Comparisons of Institutions and Levels of Programme by Prior Working Experience

The following table (7.10) shows the proportion of respondents in each level of programme at each type of institution who had work experience prior to entering the hospitality programme.

Table 7.10: Number and percentage of respondents based on prior work experience by type of institutions and levels of programme

College Types	Prior work experience	Diploma				BHM	Total
			Year 1	Year 2	Year 3		
a. Public	Prior Experience	f	35	46	53	19	153
		%	22.6	32.2	44.9	35.8	32.6
	No Prior Experience	f	120	97	65	34	316
		%	77.4	67.8	55.1	64.2	67.4
b. Private	Prior experience	f	43	34	51		128
		%	33.6	27.9	53.7		37.1
	No experience	f	85	88	44		217
		%	66.7	72.1	46.3		62.9
TOTAL		f	283	265	213	53	814
		%	34.8	32.5	26.2	6.5	100.0

There are a number of striking differences in the previous work experience that the respondents have had. Students in the first year diploma programme in a public hospitality institution have had lower reported prior work experience (22.6 per cent) than the students in the private institutions (33.6 per cent). This may suggest that first year students from private institutions may have gained more experience in the industry before they enrolled the hospitality programme. On the contrary, a slightly higher proportion of second year students in the public institutions (32.2 per cent) had previous experience compared to those in private institutions (27.9 per cent).

However, previous experience among the third year diploma and BHM respondents from both institutions was very much higher than that reported by first and second year students. The most logical explanation of a high reporting of prior experience by these groups is the way they interpreted the question. It is likely that many of these

students answered the question on the basis of work experience gained during their practical training in the industry, rather than before they first enrolled. In fact a similar issue probably existed with year two students. Although this group has yet not undergone practical training they might have reported their prior experience on the basis of experience gained during the semester. The intent of the question was to identify the proportion of students who had industry experience before entering the programme and so were better informed when making their education programme choice. As it seems the question was not clear as to what practical experience was being investigated, considerable caution will be needed in analysing and interpreting this variable in later analysis.

7.1.6 Comparisons of Institutions and Levels of Programmes by Having Friends or Relatives in the Industry

It was expected that the importance of others may have had an impact on student choice of hospitality programme and career. As well, there could be differences between the year of the study programme and institutions in terms of the response rates of knowing someone in the industry. Table 7.11 presents the number and percentage of respondents who have close friends and relatives working in the hospitality industry.

Table 7.11: Number and percentage of respondents based on having family or friends in the industry by type of institution and level of programmes

College Types	Family or friends in industry	Diploma				BHM	Total
			Year 1	Year 2	Year 3		
a. Public	Having family and friends	f	62	64	60	27	213
		%	40.0	44.8	50.8	50.9	45.4
	No family and friends	f	93	79	58	26	256
		%	60.0	55.2	49.2	49.1	54.6
b. Private	Having family and friends	f	51	47	45		143
		%	39.8	38.5	47.4		41.4
	No family and friends	f	77	75	50		202
		%	60.2	61.5	52.6		58.6
Total		f	283	265	213	53	814
		%	34.8	32.5	26.2	6.5	100.0

As shown, 45.4 per cent of respondents in public and 41.4 per cent in private institutions reported themselves as having friends or relatives working in the industry, compared to more than 50.0 per cent of the responses in both institutions not knowing any one in the industry. Based on the percentage, there is quite a large proportion of respondents from both institutions knowing some one in the industry. From these figures, it can be assumed that there is some association between having friends or relatives working in the industry with the student's perception of and attitudes toward hospitality programmes and the industry.

There are also some differences in response rates at different levels of the hospitality programme. Again, more students in the final year of diplomas and BHM at both institutions reported having, or knowing someone in the industry compared to the other two cohorts. This fits with the reported prior experience given that these groups had also undergone supervised work experience in the industry where they may have developed friendships and contact with people in the industry.

7.1.7 Comparisons of Institutions and Levels of Programme by Geographical Location of Upbringing

This section reports the frequencies and percentage of respondents based on geographical location of upbringing by types of institutions and levels of programmes of the two surveys rounds. As shown in Table 7.12, more than half or 54.2 per cent of all respondents at all diploma levels and BHM programme in public institutions were from town areas, whilst over 31.1 per cent were from small villages and around 14.7 per cent were from large cities.

Table 7.12: Number and Percentage of respondents based on geographical locations of upbringing by type of institutions and level of programmes

College Types	Geographical location	Diploma				BHM	Total
			Year 1	Year 2	Year 3		
a. Public	Small Village	f	54	44	33	15	146
		%	34.8	30.8	28.0	28.3	31.1
	Town	f	81	73	69	31	254
		%	52.3	51.0	58.5	58.5	54.2
	Large City	f	20	26	16	7	69
		%	12.9	18.2	13.6	13.2	14.7
b. Private	Small Village	f	24	32	10		66
		%	18.8	26.2	10.5		19.1
	Town	f	76	57	42		175
		%	59.4	46.7	44.2		50.7
	Large City	f	28	33	43		104
		%	21.9	27.0	45.3		30.1
TOTAL		f	283	265	213	53	814
		%	34.8	32.5	26.2	6.5	100.0

The above figures may reveal that students from towns and large cities are more likely to be attracted to hospitality programmes compared to rural area students. It could be speculated that the reason may possibly be due to the nature of the urban environment which provides wider accessibility to information and opportunities for employment that create relatively higher expectations for the students of the hospitality industry. In contrast students who live in the rural areas not only lack financial and information resources, but are much more highly dependent on subsidization from the government to pursue this area of study.

Parallel with public institutions, a larger proportion of students (50.7 per cent) at all levels of programmes in private institutions came from town areas and 30.1 per cent from large cities. There was a relatively small proportion of students from small villages in these institutions (19.1 per cent) compared to public institutions. In many ways this is not surprising, since the better educated and financially well off parents may prefer or may be better able to afford, or see the advantages of sending their

children to private institutions. Furthermore, the hospitality industry is relatively more developed in the city area than it is in the rural area.

The argument is further supported as the Chi-square test (Table 7.13) shows statistically significant differences exist in the proportion of students across all levels of programme in private institution as compared to equal proportions in public institutions.

Table 7.13: Chi-square test for the differences between geographical locations of upbringing in both institutions

Chi-Square Tests				
college type		Value	df	Asymp. Sig. (2-sided)
private	Pearson Chi-Square	20.463 ^a	4	.000
	Likelihood Ratio	20.150	4	.000
	Linear-by-Linear Association	10.050	1	.002
	N of Valid Cases	345		
Public	Pearson Chi-Square	3.858 ^b	6	.696
	Likelihood Ratio	3.780	6	.706
	Linear-by-Linear Association	.740	1	.390
	N of Valid Cases	469		

- a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.17.
- b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.80.

7.2 Socio - Economic Status of Parents

As has been argued in Chapter Three, the parental demographic and socio-economic characteristics may have a significant influence on students' decision to enrol in the hospitality programme, choice of institutions and subsequent career interest. In fact, such influence might be stronger for those who choose to enrol in the private higher institutions compared to public institutions. This is because private higher education is more expensive and one has to pay a relatively higher cost to enrol than at the public

institutions. No doubt private higher education provides wider access to higher education.

However, this opportunity is readily accessible only to the wealthy and elite in society. Therefore, based on this assumption, five variables such as parent occupation, education and income which were asked in the first round survey were examined. This is mainly to obtain some indication of the influence of the socio-economic status of parents on the likelihood of student interest in hospitality. For this analysis, all respondents from different levels of programmes were treated as one as the comparison mainly focussed on the differences between public and private institutions.

7.2.1 Comparisons of the Institutions based on Parent Occupation

Table 7.14 gives the distribution by institution of the fathers' occupations. There are marked differences in fathers' occupations of students in the two types of hospitality institutions.

Table 7.14: Number and percentage of respondents based on fathers' occupations by types of institutions

Father's Occupation	Count	Private	Public	Total
Professional	f	89	62	151
	%	25.8	13.2	18.6
Managerial and Supervisory	f	110	102	212
	%	31.9	21.7	26.0
Administrative and clerical	f	59	138	197
	%	17.1	29.4	24.2
Semi skilled workers	f	58	133	191
	%	16.8	28.4	23.5
Others	f	29	34	63
	%	8.4	7.2	7.7
Total	f	345	469	814
	%	42.4	57.6	100

As can be seen a higher percentage of fathers in the public institutions were in administrative and clerical positions (29.4 per cent) and semi skilled workers (28.4 per

cent) compared to professional and managerial and supervisory occupations (13.2 per cent and 21.7 per cent, respectively). This is unlike private institutions where the professional fathers (25.8 per cent) and managerial and supervisory (31.9 per cent) are markedly more present in the sample compared to administrative and semi skilled workers.

A similar pattern of distribution appears for mothers' occupations in both institutions as indicated in Table 7.15. Around 10.4 per cent and 17.1 per cent of the mothers of the private institution students are in professional, managerial and supervisory occupations. Whereas, in the public institutions, a large proportion of respondents' mothers are in employment in administrative and clerical occupations (32.0 per cent) and as semi skilled workers (31.1 per cent) compared to private institutions (27.2 per cent and 22.3 per cent respectively). However, the proportions of respondents whose mothers are not in employment or employed in other occupations are slightly higher in the private institutions.

Table 7.15: Number and percentage of respondents based on mothers' occupations by types of institutions

Mother's Occupation	Count	Private	Public	Total
Professional	f	36	37	73
	%	10.4	7.9	9.0
Managerial and Supervisory	f	59	59	118
	%	17.1	12.6	14.5
Administrative and clerical	f	94	150	244
	%	27.2	32.0	30.0
Semi skilled workers	f	77	146	223
	%	22.3	31.1	27.4
Others	f	79	77	156
	%	22.9	16.4	19.2
Total	f	345	469	814
	%	42.4	57.6	100.0

The Chi-square test was employed to test whether there were any differences in parental occupation between students in the public and private institutions. The results

in Tables 7.23 and 7.24 show the difference existing between parental occupation (father's and mother's) is statistically significant at $p < 0.001$ and 0.01 .

Table 7.16: Chi-square test for father occupation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.902 ^a	4	.000
Likelihood Ratio	49.437	4	.000
Linear-by-Linear Association	26.448	1	.000
N of Valid Cases	814		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.70.

Table 7.17: Chi-square test for mother occupation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.717 ^a	4	.003
Likelihood Ratio	15.748	4	.003
Linear-by-Linear Association	.413	1	.520
N of Valid Cases	814		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.94.

The overall result shows that students whose parents are in a relatively high category of employment are highly represented in the private hospitality institutions compared with those in the public institutions. This may suggest that a more professional or managerial family is likely to spend more on their children's education than lower skilled workers. It is argued also that since the costs of higher education are much higher in the private sector, it is likely that only students with parents in professional and managerial occupations will attend this sector of education. In contrast, students from relatively lower socio-economic backgrounds are more likely to choose a public hospitality higher institution given the fact that there was not sufficient finance

available to cover the fees and they are more or less dependent on government assistance.

7.2.2 Comparisons of the Institutions based on Parent Education

Beside parent occupation, the family's level of education may also influence the value put on higher education. In a situation where there are a limited number of places in the public hospitality institutions, and where a quota system based on ethnic background is operating, it seems reasonable to expect that students from well educated families who fail to obtain entrance will opt for private institutions. Therefore, it would be expected that the proportion of students from educated families would be relatively higher in the private institutions than in the public institutions.

Tables 7.18 and 7.19 show the highest level of education achieved by the fathers and mothers of student respondents in both institutions.

Table 7.18: Number and percentage of respondents based on father's education by types of Institutions

Father's Education	Count	Private	Public	Total
Lower Certificate of Education (PMR)	f	82	109	191
	%	23.8	23.2	23.5
Malaysian Certificate of Education (SPM)	f	108	209	317
	%	31.3	44.6	38.9
Diploma	f	73	61	317
	%	21.2	13.0	16.5
Undergraduate	f	49	43	80
	%	14.2	9.2	11.3
Postgraduate	f	33	47	80
	%	9.6	10.0	9.8
Total	f	345	469	814
	%	42.4	57.6	100.0

Table 7.19: Number and percentage of respondents based on mother's education by types of institutions

Mother's Education	Count	Private	Public	Total
Lower Certificate of Education (PMR)	f	102	130	232
	%	29.6	27.7	28.5
Malaysian Certificate of Education (SPM)	f	126	227	353
	%	36.5	48.4	43.4
Diploma	f	71	60	131
	%	20.6	12.8	16.1
Undergraduate	f	31	35	66
	%	9.0	7.5	8.1
Postgraduate	f	15	17	32
	%	4.3	3.6	3.9
Total	f	345	469	814
	%	42.4	57.6	100.0

Looking at the table, the fathers achieved in their time as students higher levels of education than the mothers. At the undergraduate and postgraduate level of education, there is little difference between the two groups of student parents in both institutions. For example, 14.2 per cent of the private college fathers and 9.0 per cent of the mothers had some undergraduate education compared with 9.2 per cent and 7.5 per cent for public institutions.

However, the largest differences between both institutions, by far, lay in secondary and diploma levels of education. More than 20.0 per cent of the fathers and mothers of the private institution sample had reached the level and type of education on which their children are now embarking. This is opposed to only 13.0 per cent and 12.8 per cent for public institutions. On the contrary, more than 44 per cent of the fathers and mothers of the public institution sample had previously studied up to secondary education (SPM).

The same procedure was used (Chi-square) to see the difference in the family's education between students in both types of institutions. The results in Tables 7.20 and 7.21 show that the p - value is less than 0.05 which indicates that there are significant

differences in the fathers' and mothers' educational background between private and public institutions. Therefore, it can be concluded that the educational background of fathers and mothers of students in the private hospitality institutions is superior to the fathers in the public institutions.

Table 7.20: Chi-square test for father's education

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.523 ^a	4	.000
Likelihood Ratio	21.544	4	.000
Linear-by-Linear Association	3.453	1	.063
N of Valid Cases	814		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 33.91.

Table 7.21: Chi-square test for mother's education

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.028 ^a	4	.005
Likelihood Ratio	15.023	4	.005
Linear-by-Linear Association	2.246	1	.134
N of Valid Cases	814		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.56.

7.2.3 Comparisons of the Institutions based on Parents' Annual Income

In addition to parents' occupation and educational background, the level of parent income may also influence students' choice of tertiary institution. Table 7.22 presents the distribution of the incomes of student parents from private and public hospitality institutions.

As indicated only 5.5 per cent of respondents in private and 2.3 per cent in public institutions reported their parents' income as over RM 100,000 a year. This proportion

is considered relatively low for private student parents. However, a large difference between both institutions on parent's income appears in the range of RM 24,000 to RM 60,000 with 39.1 per cent from private as opposed to 27.3 per cent from public institutions. This range of income in fact is in line with the Household Income Survey (Malaysia, 1999) which stated that the monthly gross income for urban households is estimated at RM 3,000 to RM 4,000 and they are considered as a middle class income group. With this, it is reasonable to generalise that the majority of students who enrol in private hospitality institutions come from an urban-middle class family background. This result in fact, is consistent with the earlier findings which revealed that students from suburban and urban areas are more attracted to hospitality programmes compared to those from rural areas.

Table 7.22: Number and percentage of respondents based on parents' annual income

Family annual income	Count	Private	Public	Total
Under RM 24,000	f	156	286	442
	%	45.2	61.0	54.3
RM 24,001 - RM 40,000	f	77	81	158
	%	22.3	17.3	19.4
RM 40,001 - RM 60,000	f	58	47	105
	%	16.8	10.0	12.9
RM 60,001 - RM 100,000	f	35	44	79
	%	10.1	9.4	9.7
Over RM 100,000	f	19	11	30
	%	5.5	2.3	3.7
Total	f	345	469	814
	%	42.4	57.6	100.0

It is quite surprising that the highest reported parents' annual income among the respondents is in the range of under RM 24,000 with 45.2 per cent from private and 61.0 per cent from public institution responses. This may be a bit unrealistic for private institution students as the cost for private education is relatively high. Private institutions are less affordable for the family within such a range of income compared to public institutions. It could be said that many students would not know or may

wrongly estimate their parents' annual income. Another reason could be that this question may not be of interest for the respondents.

It can be observed that parent incomes are relatively high for students in private hospitality institutions compared with those in public institutions. This statement is supported by the chi- square test which confirmed that there are differences between the two student populations and this is statistically significant at $p < 0.05$ as indicated in Table 7.23.

Table 7.23: Chi-square test for father's education

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.323 ^a	4	.000
Likelihood Ratio	24.286	4	.000
Linear-by-Linear Association	16.209	1	.000
N of Valid Cases	814		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.71.

7.3 Relationships Between Family Socio - Economic Background and Student Attitudes About a Career in Hospitality

Based on the result in Section 7.2, family socio-economic background such as family income, type of occupation and level of education are clearly associated with students' choice of programmes and types of institutions. However, the key issue as to whether parental backgrounds may lead to differences in students' attitudes and values about a career in both institutions is not known.

To assess the interrelationship, the bivariate correlation analysis was conducted for the responses to all items in the first round of data collection. The analyses for public and

private responses were treated as separate groups. The following tables (7.24 and 7.25) only reported the items where the Pearson Correlation Coefficient value was greater than 0.10. However, this range of values is still considered a low correlation as stated by Cohen and Holiday, (1982) and Brymer and Cramer, (1997).

Table 7.24: Pearson Correlation Coefficient for each item in the first round of data collection by public institutions

ITEMS	FOCU	MOCU	FAEDU	MAEDU	PAINCO
Father occupation (FOCU)		.643*	-.516**	-.483**	-.540*
Mother occupation (MOCU)	.643*		-.444**	-.502**	-.395*
Father education (FAEDU)	-.516**	-.444**		.689**	.481*
Mother education (MAEDU)	-.483**	-.502*	.689**		.415**
Parent annual income (PAINCO)	-.540*	-.395**	.481**	.415**	
I strongly believe I knew enough about the hospitality industry before I chose this course	-.116*	-.110*	.124**	.146**	.126**
In choosing an educational institution, financial assistance was an important factor for me					-.102*
My classmates have similar expectations as me about their career prospects in hospitality		-.107			
I have a higher career expectation of the hospitality industry than most of my classmates				.124**	.116*
I expect to get ahead quicker than my classmates in this industry		-.125**			
I am very satisfied with my a choice of career in hospitality		-.108*			
If I put a lot of effort into my hospitality career I will be well rewarded		-.126*			
Being in charge of other workers			.104*		
Being free from having to work in my spare time				.121*	
Being physically active in my work					.100**
Living life my own way and not having it determined by my work	-.129*	-.159*			

Note: P Corr = Pearson Correlation
 ** Correlation is significant at the 0.01 level (sig 2 - tailed)
 * Correlation is significant at the 0.05 level (sig 2 - tailed)
 Number of respondent cases is 393

Table 7.25: Pearson Correlation Coefficient for each item in the first round of data collection by private institutions

ITEMS	FOCU	MOCU	FAEDU	MAEDU	PAINCO
Father occupation (FOCU)		.475**	-.435**	-.392**	-.263**
Mother occupation (MOCU)	.475**		-.295**	-.493**	-.127**
Father education (FAEDU)	-.435**	-.295**		.621**	.381**
Mother education (MAEDU)	-.392**	-.493**	.621**		.319**
Parent annual income (PAINCO)	-.263**	-.127*	.381**	.319**	
My parents encouraged me to study hospitality	-.143*			.115*	.101
My close friends encouraged me to study hospitality	-.108*	-.143*			
I chose this course just to please my parents			-.104		-.159*
I think hospitality courses offer more practical skill training than academic work		-.104			
My brothers/ sisters encouraged me to study hospitality			-.165**	-.114*	
My examination result only qualified me for a hospitality course	-.111*				
I chose this industry because of the opportunities to travel overseas			-.101		
Hospitality courses provide a more nurturing and caring environment than other courses			-.109*		
Hospitality gives me an opportunity to study overseas	-.115*	-.118*		.128*	
I am committed to a career in hospitality	-.113*				
I have a higher career expectation of the hospitality industry than most of my classmates	-.143**				
I expect this course will only qualify me to do a specialised job in the hospitality industry	-.156*				
I will stay in this industry if it provides me the best career option					.146**
I will readily take a job in another industry if it offers slightly more money	.141**				
Customers respect hospitality staff and appreciate the effort that they make					-.104
I think hospitality provides greater promotional opportunity than other industries		-.112*			-.129*
Others being helped through my work	-.109*				

Note: P Corr = Pearson Correlation

**** Correlation is significant at the 0.01 level (sig 2 - tailed)**

*** Correlation is significant at the 0.05 level (sig 2 - tailed)**

Number of respondent cases is 345

Looking at Table 7.24, there is no clear interrelationship between parental socio-economic background and attitudes of students in public institutions towards values about a career in hospitality. This is evident with almost an absence of any items related to career interest or intention being held to which these might be at least shows some positive relationships. Further support can be seen as most of items related to programme aspects while statistically significant are also negatively correlated. For example, the importance of financial assistance and the course fees in choosing an institution demonstrates negative correlation with parent annual income with Pearson Correlation Coefficient value at $-.102$.

In the private institutions (Table 7.25), despite weak positive correlation while statistically significant it suggests that parental socio-economic background possibly has an effect on individual student ambition toward hospitality programmes.

In fact, some points of interest are evident. Firstly, that the private institution student is most likely to see the encouragement of parents, brothers and sisters and friends as important in pursuing study in hospitality. Secondly, it is not surprising to see that the course fees are positively correlated with family income when selecting the course compared to public institution students.

However, it is apparent that most of the correlation coefficients for items assessing individual student interest and attitudes towards a career are negatively correlated with parent demographic profiles. For instance, items related to commitment to a career in hospitality and willingness to stay in the industry negatively correlated with fathers' occupations. In fact the pattern of correlation for other variables also did not appear positively correlated with the socio-economic status of parents. These results

therefore suggest that parental socio-economic background is not seen as having a contributory effect on the individual student's level of interest nor is a cause of positive intentions to pursue a career in the industry either in private or public institutions.

Based on the overall analysis of this chapter, it was decided to treat the public and private educational respondents as a homogenous group. Any differences with regard to parental background, income and employment related matters would become apparent in the subsequent detailed analyses based on such independent variables.

CHAPTER EIGHT

ANALYSIS AND DISCUSSION OF ALL RESPONSES

8.1 An Overview

This chapter reports the analyses of all responses and how they are moderated by the selected independent variables like gender, ethnicity, religion, geographical location of upbringing, type of secondary schools and previous work experience in the industry. The intention was to identify any differences arising from these ranges of independent variables around the dependent variables. For example, there may be a distinct gender profile as to how female and male respondents perceive the hospitality industry. Females may place greater importance on a number of aspects of work such as the work environment, getting on with others and compensation and benefits than males. It was also to be anticipated that differences would arise relating to other independent variables.

As stated in Chapter Three, it was expected that students would report changes in their perceptions and expectations toward certain aspects of the industry and programmes as they matured and progressed in their study programmes. The differences in these changes were based on sex, religion and ethnicity. Similar trends were also expected in relation to prior experience and geographical location of upbringing as perceptions of those without prior experience or rural area students would alter their views more extensively as they gain greater knowledge and insight about the industry. It was also expected that such changes over time would be reflected in the difference between successive year groups in the educational programmes.

Consequently, analyses in this chapter are divided into separate sections for each independent variable, each having two parts. In the first part, the independent sample t-test and One -Way ANOVA with the Scheffé *post hoc* procedures were employed in the series of analyses where appropriate to investigate each of the independent variables as explanatory factors of variations within the responses. It is worth reiterating the argument presented in Chapter Six that all items are used in each of these analyses. It could not be known which, if any items would have particular importance with each independent variable. For example, would the role of parents, friends and teachers assume different levels of importance relative to gender, religion or area of upbringing. Combining the items in line with the outcomes from the factor analysis reported in section 6.5 would lose this detail.

However, only items where statistically significant differences at the 95 % or higher levels of confidence are reported in the series of tables. A summary table (for example Table 8.1) reports the mean scores for items from the first and second round of data collection that had statistically significant differences between for example, males and females. The full results for all items are shown in the respective appendices. At this point the test of whether the changes of the mean scores between rounds are statistically significant is not identified but is reported in the subsequent analyses.

The second part of each section provides a greater in-depth analysis of the sub-groups of the sample. This was undertaken to further identify possible causation and the extent that the underlying differences and direction of changes of career attitudes are common among respondents in different years of the study programmes. The analyses in each of the second part of each section use groupings of dependent variables based on the four factors determined by factor analysis (see Chapter Six, section 6.5); namely

"career influences" (seven items), "educational" (seven items), "value of work" (eleven items), "career intention and commitment" (thirteen items). This structure also corresponds with the main research objectives of the study (Chapter Three).

In selecting the methods for the second part of analysis, the Multivariate analysis of variance (MANOVA) with repeated measures was considered given the number of matched cases between the first and second round (Chapter Four) valid for statistical comparison. These procedures offer the advantage of identifying the specific effects of each independent variable. However, when responses are divided into respective year of the programmes by independent variables such as ethnicity and religion, the numbers of cases within the sub-groups become too small to provide reliable results. In addition, Bryman and Cramer (1997) argue that the repeated measures procedures would only indicate the existence of any significant differences and further tests using *post hoc* procedures would still be necessary to identify the details of underlying differences.

Based on these reasons, the Independent t-test and One -Way ANOVA with Scheffé *post hoc* procedure were used whenever appropriate to compare the mean scores and identify what significant differences exist between sub-groups within each level of the study programme. Again, the mean scores reported are those for the sub-groups as a whole for round one and round two.

Also shown (see table 8.3) are the result of analyses between the rounds of data collection. This analysis was undertaken using the matched paired sample t-test procedure to identify statistically significant changes to the dependent variables over time. Where significant differences were identified from this procedure the second

round group mean is bolded and left justified. The level of significance is indicated as; * = $p < 0.05$; ** = $p < 0.01$; *** $p < 0.001$. However, the means scores derived from by paired sample t-test are not reported. Inspection by the researcher of the independent sample t-test and ANOVA results confirmed that while the means often differ from those of the paired sample t-tests, the differences are not numerically large.

It could be argued that only the matched cases be used for both the first and second rounds. It was decided however to use all the first round responses as it gave a richer data set with greater analytical and information potential of the respective subsets based on gender, religion, location of upbringing and so on.

It is also important to mention that the data for BHM students (53 respondents in the first round and 52 in the second round) was excluded in this analysis as further segregation into the sub-groups became too small and caused concern about validity and reliability of the results. Therefore, only data for Diploma students was used.

8.2 Differences in the Overall Mean Scores Between Male and Female Respondents for Each Round of Data Collection

A number of studies have found that there are differences between genders when respondents are asked about employment in the hospitality industry (Ross, 1993 Brownell, 1994; Umbreit and Diaz, 1994 ; Sciarini and Wood, 1997 and Fraser, 2000). For example, Ross (1993) identified that male secondary school students lacked interest in the hospitality field as compared to female students. It has also been found that females and males in the hospitality industry are very different in their perceptions regarding career advancement and obstacles to career success (Umbreit and

Diaz,1994). Therefore, this section explores the extent to which male and female hospitality students in Malaysia exhibit a similar pattern of differences as those found by other researchers and in particular the similar study in New Zealand (Fraser, 2000).

The following table (8.1) reports those items from each data collection round where statistically significant differences between the mean scores of males and females were identified. The full analyses results are reported in appendices 4 and 5.

Table 8.1 : Items from each round of data collection where statistically significant differences between genders were identified, the mean scores and level of significance.

Items	Sex	First round (mean)	Sig 2-tail	Second Round (mean)	Sig 2-tail
I was attracted to hospitality through the glamorous image portrayed in the media	M	4.53	.017	5.25	.008
	F	4.16		5.37	
My close friends encouraged me to study hospitality	M	3.90	.043	4.95	
	F	4.17		4.92	
I strongly believe that whatever I learn in this course will be useful in my future career	M	5.89	.034	5.72	
	F	6.06		5.78	
I strongly believe I knew enough about the hospitality industry before I chose this course	M	4.50	.001	3.84	
	F	4.12		3.88	
My examination result only qualified me for a hospitality course	M	3.84	.003	3.56	.006
	F	3.43		4.01	
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	M	4.58	.000	4.55	
	F	3.66		4.70	
I have a higher career expectation of the hospitality industry than most of my classmate	M	4.74	.028	4.41	
	F	4.53		4.37	
I will accept almost any job to stay in the hospitality industry	M	5.61	.038	4.34	
	F	5.82		4.33	
The hospitality industry is an exciting and challenging environment to work in	M	5.65	.043	5.41	
	F	5.81		5.32	
I don't really mind which industry I work in, as long as the job is interesting	M	5.03	.001	5.22	
	F	5.39		5.04	
Jobs in the hospitality industry involve harder work than I previously realised	M	4.95	.008	5.13	
	F	5.20		5.19	
Being in charge of other workers	M	4.92	.037	4.97	
	F	4.73		4.86	

Note: 1. Statistically significant differences between gender shown in "sig. 2 - tail" are based on independent sample t-test

2. Any significant differences in each round are indicated by being bolded

3. M = Male (first round n = 341, Second round n = 311), F = Females (First round n = 473, Second round n = 429)

A number of patterns were identified which indicated some distinctions between male and female perceptions relating to career influences, educational and industry aspects. Male respondents in the first round clearly reported themselves as somewhat agreeing

that they had prior knowledge about the hospitality industry before choosing the programme (4.50) in contrast with females who were less sure about this statement (4.12, $p = .001$). Similarly, males tended to be slightly less sure (3.90) that they did not accept their friends' encouragement as an influential force or a reason to choose the hospitality course as compared to 4.17 for females ($p = .043$). However, these scores while statistically significantly different are in absolute terms both somewhat ambivalent given that a score of 4 is the neutral point on the 7 - point response scale.

Male students also reported themselves as somewhat more agreeing (4.74) that they have a higher career expectation of the hospitality industry as opposed to females 4.53, $p = .028$) and in fact they are more sure (4.58) that they have more opportunity to get ahead than females (3.66) in the hospitality industry ($p = .000$). These findings suggest that not only do male students have greater confidence that they will get ahead but also that female students are somewhat pessimistic about their opportunities.

On the other hand, females reported a greater level of agreement (6.06) than did male students (5.89) that whatever they learnt in the programme would be useful in their future career ($p = .034$). They were more in agreement that hospitality would provide an exciting and challenging environment (5.81) compared to males (5.65, $p = .043$). This was supported by their somewhat higher agreement that they are keen to work in the industry as long as the job is interesting (5.39) compared to males (5.03, $p = .001$). Females also reported a greater willingness to accept almost any job in order to stay in the hospitality industry (5.82) compared to males (5.61, $p = .038$). Together these points might suggest that females are more sure that the hospitality industry will be their place of future employment

In the second round of data collection, it could be expected that responses would change due to experience and consequently any statistically significant differences might be eliminated. If this happened, then clearly males and females have come to more common expectations and perceptions of the industry.

As can be seen (Table 8.1), ten of the twelve statistically significant differences between males and females which occurred in the first round did not carry through to the second round. The mean scores for some of the items reported reduced, and altered towards similar levels of agreement. Although there were not as many statistically significant differences, the actual magnitude of rating for a few items merits further explanation.

The first is related to the increase of the mean scores reported by males (3.90 increased to 4.95) and females (4.17 increased to 4.92) in the encouragement of close friends to study hospitality. Although, both genders were more in agreement with this item compared to the first round, the result is spurious as the wording was slightly changed in the instrument used in the second round. It is likely that both genders perceived the item differently from the way they did in the first round.

Secondly, it is interesting to note that male students in the first round reported slightly less agreement than females as to being keen to work in other industries. However, over time males have become more positive and willing to work in another industry as long as the job is interesting. This can clearly be seen as the mean score for the males increased from 5.03 to 5.22 compared to females whose mean score declined from 5.39 declined to 5.04, although this was not statistically significant.

A similar pattern appeared in the item related to jobs in the hospitality industry involving harder work. This mean score for males increased from 4.95 to 5.13 as opposed to females from 5.20 to 5.19. These results perhaps indicate that males changed their minds as they gained more realistic views about working conditions in the hospitality industry and that the work involved more effort than they previously realised.

There are only two items showing statistically significant differences between males and females in both survey rounds. The most interesting is perhaps related to the item whether examination results only qualified respondents for a hospitality course. The interest lies in the fact that the differences are not consistent between rounds. Females disagreed (3.43) with this item more than did the males 3.84 ($p = .003$) in the first round. However, the scores reversed in the second round with males disagreeing more (3.56) than females with a mean score at 4.01, $p = .006$. In actual fact, responses to this item should be very stable as the item relates to what happened before they enrolled in the programme rather than the present situation. It is argued that student responses should be quite consistent regardless of when this question is asked as it is a matter of fact rather than opinion. That the differences and the score altered at all is considered as being anomalous. There is no reality apparent underlying logic of maturation and experience during the programmes to explain such changes.

Another item of possible interest is related to being attracted towards the hospitality course through a glamorous media image. Males agreed with this item slightly more than females in the first round, however, over time females tended to admit that they were probably influenced by the media image. This can clearly be seen with the mean score increasing from 4.16 to 5.37 for the female and from 4.53 to 5.25 for the male

for both rounds. Again this relates to a time before entry to the education programme and should be stable. It is speculated that possibly the explanation lies in increased willingness of respondents to be more open with the researcher in the second round. However, such an explanation does not fit the previous discussion.

8.2.1 Analysis of Results for "Career Influences Factor" items by Gender in Different Levels of Study Programmes

As previously mentioned, seven items were identified by factor analysis as forming a "career influences" cluster. However, it is important to recognise that four of the items cannot be compared across rounds as the wording was altered slightly for the second round of data collection. All items are shown in the first table (Table 8.2) of this section of analysis for the sake of completeness but in the next series of analyses based on other independent variables only items where statistically significant differences occur are reported. There is also no discussion of either the pattern or magnitude of changes of means score between rounds for these particular items. Similarly no explanation is repeated in each of the following sections of the chapter.

The following series of tables (Tables 8.2, 8.3, 8.4 and 8.5) identify the mean scores for males and females in the different levels of study programmes and any statistically significant differences between these sub- groups. Also indicated are those items which show statistically significant shifts between rounds based on the paired sample t-test. Together these points indicate those areas that males and females valued differently and the extent to which each gender changed their views over time.

Table 8.2: Showing the mean scores and standard deviation for "Career Influences Factor" items of the survey for each round of data collection by gender, identifying significant differences by level of study programme and between rounds

Items	Yr	First Round					Second Round			
		Sex	n	Mean	Std Dev	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
• My brothers/ sisters encouraged me to study hospitality	Y1	M	116	4.39	1.89	.964	108	4.58	1.49	.056
		F	167	4.38	1.83		155	4.93	1.33	
	Y2	M	112	4.52	1.57	.113	100	4.73	1.59	.967
		F	153	4.19	1.74		133	4.72	1.41	
	Y3	M	98	4.08	1.77	.124	88	4.89	1.32	.525
		F	115	4.26	1.74		104	4.83	1.38	
• My school teachers and counsellors encouraged me to study hospitality	Y1	M	116	4.04	1.83	.330	108	3.97	1.67	.339
		F	167	4.06	1.85		155	4.01	1.75	
	Y2	M	112	4.12	1.59	.369	100	4.11	1.65	.927
		F	153	4.03	1.67		133	4.09	1.54	
	Y3	M	98	4.08	1.79	.376	88	4.21	1.70	.236
		F	115	4.12	1.86		104	4.16	1.54	
• My close friends encouraged me to study hospitality	Y1	M	116	3.68	1.97	.051	108	4.98	1.19	.697
		F	167	4.17	1.92		155	5.04	1.36	
	Y2	M	112	4.16	1.70	.875	100	4.89	1.42	.330
		F	153	4.19	1.88		133	5.06	1.33	
	Y3	M	98	3.85	1.55	.226	88	4.80	1.37	.203
		F	115	4.13	1.79		104	5.05	1.31	
• My parents encouraged me to study hospitality	Y1	M	116	5.11	1.58	.519	108	5.13	1.31	.351
		F	167	5.24	1.63		155	5.30	1.46	
	Y2	M	112	5.45	1.20	.140	100	5.44	1.23	.875
		F	153	5.20	1.42		133	5.46	1.27	
	Y3	M	98	5.12	1.39	.452	88	5.56	1.37	.989
		F	115	5.27	1.59		104	5.39	1.31	
I chose this course just to please my parents	Y1	M	116	2.83	1.86	.993	108	2.98	1.76	.489
		F	167	2.83	2.07		155	3.13	1.78	
	Y2	M	112	3.24	2.03	.054	100	2.90	1.59	.963
		F	153	2.75	1.81		133	2.90	1.62	
	Y3	M	98	2.68	1.85	.273	88	2.93	1.74	.971
		F	115	2.96	1.86		104	2.92	1.59	
I was attracted to hospitality through the glamorous image portrayed in the media	Y1	M	116	4.67	1.41	.044	108	4.08	1.49	.302
		F	167	4.57	1.63		155	4.21	1.47	
	Y2	M	112	4.21	1.76	.589	100	4.04	1.41	.087
		F	153	4.34	1.78		133	4.13	1.51	
	Y3	M	98	4.30	1.56	.199	88	4.03	1.57	.589
		F	115	4.39	1.64		104	4.15	1.49	
My examination result only qualified me for a hospitality course	Y1	M	116	3.42	1.76	.054	108	3.45	1.80	.061
		F	167	3.43	1.87		155	3.94	1.79	
	Y2	M	112	3.77	2.00	.099	100	3.62	1.81	.273
		F	153	3.39	1.76		133	3.88	1.85	
	Y3	M	98	3.76	1.95	.680	88	3.59	1.83	.346
		F	115	3.65	2.02		104	3.83	1.75	

Note: 1. Statistically significant differences between gender shown in " sig. 2 tail" are based on independent sample t- test

2. Any significant differences in each round are indicated by being bolded

3. • Items changed in wording in the second round

As can be seen (Table 8.2) statistically significant differences in the first round were found for the year-one students when males were slightly more positive (4.67) than females (4.57, $p = .044$) that they were attracted to the hospitality programme through the glamorous image. However, this pattern did not occur among the year-two and year-three cohorts, and both genders while still positive were somewhat less sure on their views about the statement. In fact, a similar direction was carried through to the second round including the first year, with the difference within the year-one group is considered to be anomalous.

Similarly, inspections of year-one, year-two and year-three results in round one show no unusual patterns between males and females in terms of mean scores for items related to other career influences. All cohorts were consistently positive on all the items except for 'choosing the course to please parents'. Compared to other items, parental influence had noticeably higher scores with means ranging from 5.11 to 5.45. This is consistent with the analysis reported in Chapter Six.

This result indicates that males and females agree with the statement that parents are obviously more influential than other possible advisors, despite denying that they chose their educational programme just to please their parents (mean range from 2.68 to 3.24). These points taken together suggest that while listening to parents and others the final choice is that of the students.

8.2.2 Analysis of Results for "Educational Factor" items by Gender in Different Levels of Study Programmes

As shown in Table 8.3, there were no statistically significant differences identified within the gender cohorts on any of the seven items in both rounds of data collection. Both males and females not only held similar views at all levels of the programme but they were consistently somewhat positive for all items relating to educational aspects. This also indicates that first year students of both sexes are coming into educational institutions with higher expectations toward hospitality programmes. In the absence of statistically significant differences within the sub-groups of respondent, no further comments are presented.

However, the changes in the mean scores of five out of seven items between rounds provide some useful insights. Of these, the more interesting perhaps is the slightly reduced rating for both male and female students of all years for item 'I strongly believe that whatever I learn in this course will be useful in my future', 'I expect this course will only qualify me to do a specialised job in the hospitality industry' and 'hospitality courses provide a more nurturing and caring environment than other courses'. For example, both genders of year-one slightly altered their perception that hospitality provides a nurturing and caring programme with the mean score decreasing from 5.44 to 5.20 for males and from 5.14 to 5.08 ($p < 0.05$) for the females.

Table 8.3: Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection by gender respondents, identifying significant differences by level of study programme and between rounds.

Items	Yr	First Round					Second Round			
		Sex	n	Mean	Std Dev	Sig 2- tail	n	Mean	Std Dev	Sig 2-tail
I strongly believe that whatever I learn in this course will be useful in my future	Y1	M	116	5.94	1.14	.313	108	5.73	1.02	.671
		F	167	6.08	1.16		155	5.87*	1.20	
	Y2	M	112	5.82	1.42	.265	100	5.79	1.23	.171
		F	153	5.99	1.07		133	5.90*	1.11	
	Y3	M	98	5.91	1.31	.056	88	5.84	1.16	.732
		F	115	6.23	.98		104	5.89*	.99	
I expect this course will only qualify me to do a specialised job in the hospitality industry	Y1	M	116	4.54	1.67	.107	108	4.16	1.42	.271
		F	167	4.27	1.57		155	4.22*	1.53	
	Y2	M	112	4.41	1.55	.608	100	4.12	1.56	.053
		F	153	4.39	1.49		133	4.31*	1.33	
	Y3	M	98	4.39	1.70	.537	88	4.18	1.36	.230
		F	115	4.53	1.61		104	4.24*	1.51	
Hospitality courses provide a more nurturing and caring environment than other courses	Y1	M	116	5.44	1.11	.063	108	5.20	1.41	.614
		F	167	5.14	1.40		155	5.08*	1.26	
	Y2	M	112	5.13	1.24	.749	100	4.98	1.23	.433
		F	153	5.18	1.22		133	4.98*	1.18	
	Y3	M	98	5.12	1.25	.273	88	4.71	1.48	.314
		F	115	5.31	1.26		104	4.92*	1.39	
I was very satisfied with the offer of a place on this hospitality course	Y1	M	116	5.29	1.27	.798	108	4.99*	1.37	.758
		F	167	5.33	1.42		155	4.93*	1.47	
	Y2	M	112	5.48	1.30	.079	100	5.12*	1.45	.275
		F	153	5.30	1.35		133	5.19*	1.16	
	Y3	M	98	5.59	1.11	.479	88	5.29*	1.24	.814
		F	115	5.48	1.04		104	5.33*	1.17	
I think hospitality courses offer more practical skill training than academic work	Y1	M	116	5.25	1.42	.561	108	5.05*	1.22	.759
		F	167	5.34	1.35		155	5.00*	1.30	
	Y2	M	112	5.27	1.40	.756	100	5.10*	1.33	.284
		F	153	5.28	1.41		133	5.22	1.28	
	Y3	M	98	5.22	1.43	.138	88	5.15*	1.20	.407
		F	115	5.50	1.30		104	5.29*	1.11	
In choosing an educational institution, financial assistance was an important factor for me	Y1	M	116	5.01	1.52	.632	108	5.17	1.39	.131
		F	167	5.10	1.41		155	5.41	1.20	
	Y2	M	112	5.38	1.17	.848	100	5.55	1.19	.659
		F	153	5.35	1.37		133	5.48	1.16	
	Y3	M	98	5.61	1.04	.627	88	5.74	1.24	.586
		F	115	5.53	1.35		104	5.84	1.29	
I chose this industry because of the opportunities to travel overseas	Y1	M	116	4.62	1.79	.759	108	4.47	4.59	.538
		F	167	4.56	1.79		155	4.59	1.55	
	Y2	M	112	4.71	1.67	.814	100	4.38	1.47	.359
		F	153	4.66	1.59		133	4.56	1.53	
	Y3	M	98	4.94	1.50	.554	88	4.37	1.48	.229
		F	115	5.07	1.64		104	4.63	1.46	

- Note: 1. Statistically significant differences between genders shown in " sig. 2 tail" are based on independent sample t-test
2. Statistically significant differences between rounds are based on paired sample t- test and the independent sample t-test mean scores are bolded with asterisks (* = $p < 0.05$; ** = $p < 0.01$; *** = $P < 0.001$)
3. Mean scores derived from paired sample t-test are not reported

Further statistically significant changes among both genders over time are noted related to items dealing with 'satisfied with the offer of a place on the hospitality course' and 'hospitality courses offer more practical skill training than academic work' with significance level at $p < 0.05$. A shift took place with mean scores consistently declining for both genders in all cohorts from the first to the second round. These probably reflect students' initial anxieties and courage with subsequent realisation that the course is relatively demanding and involves more physical work with the combination of practical and academic work.

However, this argument should only hold true for year one students given that year-two and year-three students are all more experienced than year-one, and given this item relates to a time before entry into the programme. Consequently, the average ratings among the year-two and year-three student should be stable as they had already been in the programme for at least one year or more.

Nevertheless, examination of the mean reveals that the year-three male and female respondents had the least decline in mean score in most of the items in this factor. This fits well with the idea that these groups were experienced and more knowledgeable and perhaps had well formed expectations about educational programmes compared to those in first and second year. An alternative explanation is that these students' views have simply stabilised more during their studies.

8.2.3 Analysis of Results for "Value about Work Factor" items by Gender in Different Levels of Study Programmes

Inspection of Table 8.4 reveals that three out of the eleven items in this factor showed statistically significant differences between males and females as to how they view the importance of work in general. However, these differences seem to occur only within year-three students and none at all in the lower level of the study programmes. What could be said of this pattern is that male and female students at this level are more realistically assessing the basic values of work and have clearer expectations of the work environment and working conditions in the hospitality industry compared with those in year one and year two of their study programmes. In other words, they are closer to moving full time into the work environment with this therefore heightening each individual's awareness.

In the first round, year- three males gave slightly higher importance to earning money (5.32, $p = .049$) than females (5.26), working with people who are friendly and understanding (6.13 and 5.86 respectively, $p = .041$) and developing using their skills and abilities (6.09 and 5.88 respectively, $p = .019$). This was further supported by the differences consistently carrying through to the second round, with males' mean ratings increasing statistically significantly for these items ($p < 0.05$ and $p < 0.01$). These differences point to slightly higher expectations by males at the end of their study programme, who are possibly more concerned than females to received reward for their work, to work with understanding co-workers and to continue developing their skills and competencies. These might partially fit into what might be described as a stereotypical view of the gender differences particularly related to earning money.

Table 8.4: Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection by gender, identifying significant differences by level of study programme and between rounds

Items	Yr	First Round					Second Round			
		Sex	n	Mean	Std Dev	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
Earning large amounts of money as the reward for my work	Y1	M	116	5.27	1.36	.266	108	5.29	1.27	.984
		F	167	5.09	1.31		155	5.27	1.30	
	Y2	M	112	5.37	1.21	.326	100	5.43	1.19	.827
		F	153	5.21	1.36		133	5.40	1.31	
	Y3	M	98	5.32	1.35	.049	88	5.59*	1.23	.035
		F	115	5.26	1.24		104	5.20	1.31	
Working with people who are friendly and understanding	Y1	M	116	5.87	1.29	.505	108	6.08	1.08	.211
		F	167	5.76	1.17		155	6.02	1.03	
	Y2	M	112	5.80	1.05	.192	100	6.05	1.01	.329
		F	153	6.09	1.01		133	5.66	1.19	
	Y3	M	98	6.13	1.09	.041	88	6.22*	.94	.029
		F	115	5.86	1.23		104	6.01	1.20	
Developing and using my skills and abilities at work	Y1	M	116	5.89	1.06	.459	108	5.87	.96	.661
		F	167	5.89	1.02		155	5.72	1.11	
	Y2	M	112	5.61	.99	.148	100	6.06	.89	.182
		F	153	5.88	.92		133	6.03	.88	
	Y3	M	98	6.09	1.05	.019	88	6.11**	.99	.022
		F	115	5.88	.88		104	5.93	1.13	
Making or doing something original through my work	Y1	M	116	5.54	1.03	.815	108	5.77	1.17	.628
		F	167	5.61	1.13		155	5.72	1.21	
	Y2	M	112	5.55	.95	.483	100	5.80	.97	.445
		F	153	5.59	1.00		133	5.77	.88	
	Y3	M	98	5.61	1.07	.683	88	5.70*	1.05	.369
		F	115	5.47	1.09		104	5.70	1.12	
People thinking that my work is important	Y1	M	116	4.82	1.34	.246	108	5.29	1.19	.433
		F	167	5.00	1.21		155	5.16	1.38	
	Y2	M	112	5.03	1.26	.423	100	5.36	1.19	.543
		F	153	5.16	1.28		133	5.26	1.20	
	Y3	M	98	5.11	1.31	.497	88	5.43	1.16	.232
		F	115	5.22	1.30		104	5.23	1.25	
Others being helped through my work	Y1	M	116	4.98	1.24	.060	108	5.09	.99	.760
		F	167	5.17	1.12		155	5.27	1.20	
	Y2	M	112	5.05	1.31	.862	100	5.21	1.20	.312
		F	153	5.19	1.24		133	5.24	.98	
	Y3	M	98	5.08	1.25	.815	88	5.23	1.07	.548
		F	115	5.12	1.22		104	5.13	1.28	
Being in charge of other workers	Y1	M	116	4.85	1.45	.403	108	5.00	1.11	.515
		F	167	4.71	1.24		155	4.91	1.15	
	Y2	M	112	4.91	1.40	.276	100	4.96	1.09	.986
		F	153	4.73	1.27		133	4.96	1.01	
	Y3	M	98	4.93	1.23	.455	88	5.06	1.06	.186
		F	115	4.76	1.29		104	4.82	1.22	
Being free from having to work in my spare time	Y1	M	116	4.68	1.48	.467	108	4.72	1.36	.428
		F	167	4.55	1.35		155	4.82	1.25	
	Y2	M	112	4.55	1.41	.356	100	4.56	1.36	.101
		F	153	4.71	1.45		133	4.84	1.23	
	Y3	M	98	4.77	1.54	.231	88	4.86	1.34	.552
		F	115	4.53	1.42		104	4.68	1.38	

cont/...

Items	Yr	First Round					Second Round			
		Sex	n	Mean	Std Dev	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
Being physically active in my work	Y1	M	116	5.43	1.21	.625	108	5.32	1.07	.435
		F	167	5.35	1.21		155	5.21	1.17	
	Y2	M	112	5.41	1.20	.725	100	5.21	1.01	.781
		F	153	5.47	1.13		133	5.24	1.04	
	Y3	M	98	5.46	1.26	.615	88	5.40	1.10	.470
		F	115	5.49	1.25		104	5.37	1.02	
Working in pleasant surroundings	Y1	M	116	5.68	1.29	.303	108	5.71	1.26	.238
		F	167	5.53	1.14		155	5.53	1.15	
	Y2	M	112	5.57	1.27	.397	100	5.62	1.14	.468
		F	153	5.70	1.27		133	5.72	.98	
	Y3	M	98	5.63	1.31	.148	88	5.87	1.05	1.00
		F	115	5.88	1.23		104	5.87	1.03	
Living life my own way and not having it determined by my work	Y1	M	116	4.95	1.53	.499	108	5.13	1.21	.221
		F	167	4.90	1.60		155	5.06	1.36	
	Y2	M	112	5.03	1.33	.932	100	5.14	1.32	.508
		F	153	5.01	1.47		133	5.02	1.31	
	Y3	M	98	5.09	1.43	.322	88	5.19	1.48	.464
		F	115	5.02	1.38		104	5.05	1.30	

- Note: 1. Statistically significant differences between gender shown in "sig. 2 tail" are based on independent sample t-test
2. Statistically significant differences between rounds are based on paired sample t-test and the independent sample t-test mean scores are bolded with asterisk (* = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$)
3. Mean scores derived from paired sample t-test are not reported

A similar pattern of change occurred on other items in this section despite the shift not being strong enough to be statistically significant. In general, both genders of all cohorts increased their mean score over time. One of the interesting examples is from the item dealing with wanting to be in charge of others. This result fits quite well with the idea that all of the respondents are undertaking a combination of skill and management programmes because they want to be at least supervisors, or in management positions. Nonetheless, many other expectations are rated more highly including working in pleasant surrounding, being physically active, living life their life their own way. These all suggest lifestyle is possibly more important than rising to a position of responsibility. Overall, both males and females of all cohorts exhibited a similar level of certainty about what is important to make their way in the world of employment.

8.2.4 Analysis of Results for "Career Intention and Commitment Factor" items by Gender in Different Levels of Study Programmes

This group of items making up the factor "career intention and commitment" is as discussed in Section 8.1, potentially the most interesting. Changes in mean rating over the study periods and between successive cohorts will point to real altered views about a hospitality career. Potential causes of shifts in commitment may result from a range of moderating aspects. Most obvious might be the experiential element but also the maturation aspect of increased self-confidence to undertake a wider range of occupations. Females might also be increasingly tempted towards traditional roles such as homemaker, wife and mother.

As can be seen in Table 8.5, six out of thirteen items showed statistically significant differences between males and females related to this factor items. Similar to the educational factor, the most remarkable differences appeared between genders in year-one students. Of particular items, year-one females placed a greater level of agreement (5.83, $p = .028$) than males (5.44) on the item 'hospitality is an exciting and challenging environment to work in'. Males, on the other hand started out giving somewhat higher ratings than females to wanting to work in the industry for the whole of their life (4.79 and 4.65 respectively, $p = .018$), being committed to a career in hospitality (5.22 and 5.07 respectively, $p = .034$) and believing their effort will be well rewarded (5.41 and 5.11 respectively, $p = .037$). They were also stronger in their belief that the hospitality industry provides more employment opportunities than other industries (5.52 and 5.13 respectively, $p = .008$) and willing to stay in the industry if it provides them with best career option (5.76 and 5.55 respectively, $p = 0.35$).

Table 8.5: Showing the mean scores and standard deviation for "Career Intention and Commitment" items of the survey for each round of data collection by gender, identifying significant differences by level of study programme and between rounds

Items	Yr	First Round					Second Round			
		Sex	n	Mean	Std Dev	Sig 2- tail	n	Mean	Std Dev	Sig 2- tail
I expect to work in the hospitality industry most of my working life	Y1	M	116	4.79	1.43	.018	108	4.54**	1.42	.664
		F	167	4.65	1.45		155	4.56	1.47	
	Y2	M	112	4.98	1.35	.083	100	4.75**	1.45	.563
		F	153	4.69	1.32		133	4.66	1.58	
	Y3	M	98	4.98	1.30	.088	88	4.53**	1.42	.568
		F	115	4.80	1.32		104	4.50	1.67	
I am committed to a career in hospitality	Y1	M	116	5.22	1.23	.034	108	4.85**	1.24	.905
		F	167	5.07	1.33		155	4.80	1.42	
	Y2	M	112	5.34	1.24	.724	100	5.00**	1.29	.744
		F	153	5.13	1.15		133	5.05	1.15	
	Y3	M	98	5.60	1.09	.747	88	5.12**	1.37	.542
		F	115	5.25	1.29		104	5.00	1.24	
If I put a lot of effort into my hospitality career I will be well rewarded	Y1	M	116	5.41	1.25	.037	108	5.12*	1.13	.963
		F	167	5.11	1.55		155	5.09	1.26	
	Y2	M	112	5.42	1.22	.846	100	5.18*	1.13	.574
		F	153	5.45	1.17		133	5.10	1.23	
	Y3	M	98	5.56	1.04	.484	88	5.26*	1.10	.794
		F	115	5.24	1.30		104	5.22	1.11	
I believe the hospitality industry provides more employment opportunities than other industries	Y1	M	116	5.25	1.36	.008	108	5.01	1.20	.598
		F	167	5.13	1.46		155	4.92	1.59	
	Y2	M	112	5.28	1.41	.491	100	5.20	1.26	.909
		F	153	5.39	1.10		133	5.21	1.14	
	Y3	M	98	5.68	1.09	.483	88	5.06	1.46	.721
		F	115	5.25	1.27		104	5.14	1.46	
I will stay in this industry if it provides me best career option	Y1	M	116	5.76	1.10	.035	108	5.19*	1.27	.300
		F	167	5.55	1.28		155	5.36	1.30	
	Y2	M	112	5.71	1.11	.369	100	5.51*	1.18	.513
		F	153	5.84	1.18		133	5.62	1.10	
	Y3	M	98	5.89	.94	.134	88	5.55*	1.20	.308
		F	115	5.73	1.28		104	5.57	1.16	
Job in the hospitality industry involve harder work than I previously realised	Y1	M	116	5.13	1.32	.505	108	5.23*	1.05	.551
		F	167	5.01	1.38		155	5.31*	1.18	
	Y2	M	112	5.10	1.27	.505	100	5.12*	1.25	.624
		F	153	5.18	1.28		133	5.22*	1.21	
	Y3	M	98	5.17	1.18	.132	88	5.37*	1.17	.212
		F	115	4.83	1.41		104	4.97*	1.46	
I believe hospitality work is very stressful and pressured	Y1	M	116	4.18	1.87	.085	108	4.54*	1.47	.484
		F	167	4.53	1.59		155	4.96*	1.63	
	Y2	M	112	4.49	1.60	.708	100	4.67*	1.59	.324
		F	153	4.46	1.45		133	4.56*	1.53	
	Y3	M	98	4.45	1.70	.432	88	4.87*	1.70	.403
		F	115	4.28	1.56		104	4.69*	1.56	

con't /

Items	Yr	Sex	First Round				Second Round			
			n	Mean	Std Dev	Sig 2- tail	n	Mean	Std Dev	Sig 2- tail
I am very satisfied with my a choice of career in hospitality	Y1	M	116	5.24	1.50	.784	108	4.91	1.11	.449
		F	167	5.28	1.30		155	5.02	1.17	
	Y2	M	112	5.26	1.28	.589	100	5.18	1.06	.684
		F	153	5.18	1.24		133	5.12	1.13	
	Y3	M	98	5.50	1.11	.426	88	4.90	1.40	.903
		F	115	5.36	1.38		104	4.88	1.36	
I am still as keen to work in the industry as when I first chose this training programme	Y1	M	116	5.02	1.28	.768	108	4.75	1.15	.552
		F	167	5.07	1.28		155	4.85	1.28	
	Y2	M	112	5.01	1.39	.896	100	4.72	1.33	.188
		F	153	5.03	1.24		133	4.93	1.19	
	Y3	M	98	5.20	1.13	.888	88	4.70	1.33	.744
		F	115	5.22	1.13		104	4.76	1.39	
I will accept almost any job to stay in the hospitality industry	Y1	M	116	4.63	1.51	.760	108	4.32*	1.45	.553
		F	167	4.69	1.55		155	4.52	1.37	
	Y2	M	112	4.82	1.37	.313	100	4.32*	1.38	.964
		F	153	4.65	1.30		133	4.54	1.46	
	Y3	M	98	4.68	1.55	.461	88	4.29*	1.47	.567
		F	115	4.56	1.47		104	4.41	1.36	
I will readily to take a job in another industry if it offer slightly more money	Y1	M	116	4.58	1.50	.056	108	5.04**	1.33	.210
		F	167	4.94	1.44		155	5.25**	1.35	
	Y2	M	112	5.00	1.47	.185	100	5.19**	1.36	.651
		F	153	4.75	1.45		133	5.27**	1.33	
	Y3	M	98	4.90	1.47	.165	88	5.00**	1.53	.266
		F	115	5.18	1.39		104	5.24**	1.45	
The hospitality industry is an exciting and challenging environment to work in	Y1	M	116	5.44	1.14	.028	108	5.43	1.11	.063
		F	167	5.83	1.09		155	4.94	1.40	
	Y2	M	112	5.73	1.30	.054	100	5.44	1.03	.131
		F	153	5.82	1.13		133	5.63	.95	
	Y3	M	98	5.61	1.27	.065	88	5.36	1.31	.741
		F	115	5.96	.92		104	5.29	1.41	
I believed the hospitality provides greater promotional opportunity than other industries	Y1	M	116	5.17	1.34	.704	108	4.91	1.27	.327
		F	167	5.10	1.44		155	4.74	1.51	
	Y2	M	112	5.41	1.17	.333	100	4.90	1.39	.359
		F	153	5.26	1.19		133	5.06	1.25	
	Y3	M	98	5.10	1.37	.055	88	5.03	1.24	.744
		F	115	5.40	1.22		104	5.16	1.33	

- Note: 1. Statistically significant differences between gender shown in " sig. 2 tail" are based on independent sample t- test
2. Statistically significant differences between rounds are based on paired t-test and the independent sample t-test mean scores are bolded with asterisks (* = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$)
3. Mean scores derived from paired sample t-test are not reported

Nevertheless, these differences were eroded over the period of the research as both genders decreased their rating such that mean scores became more similar in the second round. This change resulted in no statistically significant differences between the genders. As there is no consistent pattern exhibited between other gender cohorts,

the initial differences among year-one respondents in the first round are considered temporary. This is further supported by the fact that only one of these items appeared in previous analyses (Section 8.1). From these outcomes, it seems that male and female students at entry to the hospitality programmes while having somewhat differing views adjust to fairly common perceptions.

While there is an absence of any statistically significant differences in the second round, there is a clear pattern of change that suggests progressively reduced career commitment. It also seems that males are probably becoming more disenchanted than females with hospitality as their long term career industry choice. This can be seen through the changes in the patterns of mean scores between rounds. Although, both genders are still positive in their views, males of all years consistently show significant decreases in their ratings for a majority of items. The clearest identification of this pattern can be found in the declining ratings for items related to expectations to work in hospitality most of their working life ($p < 0.01$), being committed to a career in hospitality ($p < 0.01$), willingness to stay in hospitality if it provides the best career option ($p < 0.05$) and being less sure about accepting almost any job to stay in the hospitality industry ($p < 0.05$). In fact, this was further supported by the fact that they had the greatest decline in mean scores about hospitality providing greater promotional opportunities and their keenness to work in the industry, despite the shift not being statistically significant.

However, both genders of all years are signalling quite clearly their much higher likelihood of switching to another industry when money is involved. This perhaps best explains the increase of the mean scores for the item 'ready to take a job in another industry if it offer slightly more money' for all year cohorts in the second round ($p <$

0.01). This is at least partially explained by both genders reporting an increased belief that hospitality work is very stressful and pressured ($p < 0.05$) and involves harder work ($p < 0.05$).

The overall result of this analysis clearly indicates that there is no convincing evidence that the perceptions of male respondents distinguish them from females as a very small number of statistically significant differences appear among them. However, there is evidence to support the idea that as students (males and females) gain more exposure through their programmes, developing understanding and gaining greater knowledge and insight about the industry, they are becoming less positive toward the hospitality as a long term career option. This fit very closely with the findings of Fraser (2000).

8.3 Differences Between Responses Attributable to Ethnicity

One -Way analysis of variance (ANOVA) using the Scheffé *post hoc* procedure was used to investigate if there were any differences between the responses of Malay, Chinese, Indian and other ethnic groups. Table 8.6 presents the results from the analyses of each round and highlights the items for which statistically significant differences were identified. The full table of analyses for all items is shown in appendices 6 and 7.

Nine statistically significant differences were found between ethnic groups in the first round with another eight in the second round, of which seven were repeated from the first round. By means of a Scheffé multiple comparison test, the differences found were mostly between Malay and Chinese respondents.

Table 8.6: Showing the items in each round of data collection where statistically significant differences between ethnic groups were identified, the level of significance and pattern of difference of the mean scores.

Items	Eth	First Round			Second Round		
		Mean	Sig	Schef	Mean	Sig	Schef
I strongly believe that whatever I learn in this course will be useful in my future career	Mly	6.12	.000	M > C	5.97	.000	M > C
	Chn	5.63			5.55		
	Ind	5.82			5.19		
	Oth	5.25			5.77		
I believe the hospitality industry provides more employment opportunities than other industries	Mly	5.47	.000	M > C	5.13	.016	M > C
	Chn	4.93			4.79		
	Ind	4.97			5.05		
	Oth	4.81			4.81		
I will stay in this industry if it provides me the best career option	Mly	5.78	.005	M > C	5.62	.000	M > C
	Chn	5.56			5.04		
	Ind	5.61			5.45		
	Oth	5.18			5.18		
Other being helped through my work	Mly	5.22	.023	M > C	5.04	.005	M > C
	Chn	5.13			5.38		
	Ind	5.18			5.06		
	Oth	4.48			5.22		
I believe that hospitality work is very stressful and pressured	Mly	4.28	.000	C > M	4.52	.008	C > M
	Chn	4.88			5.17		
	Ind	4.67			5.11		
	Oth	4.16			4.45		
I strongly believe I knew enough about the hospitality industry before I chose this course	Mly	4.21	.011	C > M	4.00	.045	C > M
	Chn	5.00			5.12		
	Ind	4.39			3.77		
	Oth	3.81			3.51		
I am still as keen to work in the industry as when I first chose this training programme	Mly	5.00	.006	I > M	4.73	.014	I > M
	Chn	5.15			4.96		
	Ind	5.48			5.70		
	Oth	4.80			4.54		
Developing and using my skills and abilities at work	Mly	6.09	.010	M > C	5.90	.324	
	Chn	5.74			5.86		
	Ind	5.72			5.83		
	Oth	5.81			5.62		
People think that my work is important	Mly	5.21	.000	M > C	5.23	.167	
	Chn	4.86			5.33		
	Ind	4.73			4.87		
	Oth	4.44			4.68		
Being in charge of other workers	Mly	4.78	.086		4.84	.000	C > M
	Chn	4.79			5.25		
	Ind	4.67			4.67		
	Oth	4.16			5.09		

Note: 1. Any significant differences in each round are indicated by being bolded
2. Inter groups differences are based on Scheffé procedure.
3. Mly = Malay (First round n = 552, Second round n = 498), Chn = Chinese (First round n = 203, Second Round n = 189), Ind = Indian (First round n = 34 , Second round n = 31) and Oth = Others (First round n = 25, Second round n = 22)

It is important to mention that, because of the small sub-sample size of respondents from the category of "other" ethnic groups (25 respondents in the first and 22 in the second round) any differences related to this group are seen as less reliable as the

number was too small to extrapolate valid generalisations. The limitation would be further compounded by the possibility that the members of this sub-group are themselves of varied ethnic backgrounds. Thus, the subsequent discussions are focussed on the three major ethnic groups that are of sufficient size for analysis - Malay, Chinese and Indian. These three groups make up 95.0 per cent of the overall sample population.

Malay students in the first round reported themselves as more positive (6.12, $p = .000$) than the Chinese (5.63) that whatever they learnt in the programme would be useful in their future career. They were more in agreement (5.47, $p = .000$) that hospitality provides greater employment opportunities than other industries (4.93). This was further supported by reporting themselves as somewhat more willing to stay in the hospitality industry if it provided the best career option for them (5.78 compared to 5.56, $p = .005$) and 'others being helped through their work' (5.22 compared to 5.13, $p = .023$). In fact, their strong feelings towards all these items were still evident in the second round.

However, despite the statistically significant differences, it is notable that each ethnic group decreased their mean scores in the second round, but were generally consistently positive in their views towards these items through both survey periods. This suggests that students of all ethnicities while still keen to take a job in the industry, are consistently experiencing reduced commitment. These differences could be speculated that the higher rating given by Malay students compared to Chinese is possibly due to the influences of teaching staff at the educational institutions. It could also have been due to the recent government campaign in 2001, the year before this research which encouraged more Malays to become involved in hospitality where their proportion is

still considered under representative compared to Chinese, especially in the hotel industry (Malaysian Economic Report, 2001/2002). In addition, given the rural, urban split where a higher proportion of Malays and Indians than Chinese are from a rural background, Malays and Indians are possibly more naïve and less worldly in their views than the more urban Chinese respondents. This will be further discussed in the section about location of upbringing.

Malay students also record greater importance than the Chinese for items related to 'developing and using their skill and abilities at work ' (6.09 compared to 5.74, $p = .010$), ' people think their work is important ' (5.21 compared to 4.86, $p = .000$). These differences, however, do not reveal any consistent pattern over time as the Chinese students increased their mean scores, while Malays and Indians moved in the reverse direction. Whether this is an indication of more experience or increased self confidence among the Chinese students cannot be determined from this result alone and is further discussed in the subsequent cohort analyses.

The Chinese, on the other hand, started out by agreeing slightly more (4.88, $p = .000$) that hospitality work was stressful and pressured than the Malays (4.28) and Indians (4.67). This possibly reflects their previous experience in the industry as they also reported having greater prior knowledge about the industry before pursuing the hospitality programme (5.00 compared to 4.34 and 4.39 respectively, $p = .011$). Moreover, their views were maintained right through with mean scores raised and statistically significant differences in the second round. This indicates that Chinese students may have made fully informed decisions in choosing their career path compared to Malay and Indian students. This may also explain a greater level of

agreement reported by these groups in the second round related to 'wanting to be in charge of others' (5.25, $p = 0.00$ compared to 4.84 for Malay and 5.09 for Indian).

With regard to Indian students, they differed from Malay and Chinese students on only one item. This group had a higher mean score for the item 'I am still as keen to work in the hospitality industry as when I first chose the programme' (5.48, $p = .006$) compared to Malay (5.00) and Chinese (5.15). This difference is only statistically significant between Indian and Malay students and in fact was repeated in the second round ($p = .014$). This may be due to the greater level of rurality of Indian students and a possible perception that they have fewer tertiary education options.

The next section explores more closely the extent to which the noted distinction between ethnic groups holds true based on their level of study programme and how they change their view over time.

8.3.1 Analysis of Results for "Career Influences Factor" items by Ethnicity in Different Levels of Study Programmes

In conducting this analysis one particular issue arises. Segregation of respondent ethnic groups into different years of study programmes produced small numbers of respondents in the sub-groups raising concern about the reliability of the results. This is of particular concern regarding Indian respondents for year-two (9 respondents) and year-three (4 respondents) compared to year-one (21 respondents). Therefore, any differences related to these sub-groups (year-two and year -three) should not be unduly stressed in this analysis.

As previously mentioned in Section 8.2.1, four out of seven items for the "career influences factor" cannot be compared across rounds because of the wording change in the second round of data collection. They are not shown in Table 8.7.

Table 8.7: Showing the mean scores and standard deviation for "Career Influences Factor" items of the survey for each round of data collection by ethnicity, identifying significant differences by level of study programme and between rounds

Items	First Round							Second Round				
	Yr	Eth	n	Mean	Std. Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
My examination result only qualified me for a hospitality course	Y1	Mly	175	3.65	1.88	.241		161	3.58	1.80	.370	
		Chn	82	3.70	2.06			77	3.81	1.78		
		Ind	21	3.80	2.31			20	3.25	1.80		
	Y2	Mly	180	3.53	1.91	.899		157	3.60	1.81	.255	
		Chn	68	3.55	1.80			63	3.42	1.84		
		Ind	9	4.00	1.73			7	3.57	1.81		
	Y3	Mly	148	3.77	1.93	.265		132	3.50	1.78	.473	
		Chn	53	3.75	2.09			49	3.70	1.72		
		Ind	4	3.25	2.21			4	3.25	1.50		
I chose this course just to please my parents	Y1	Mly	175	2.76	1.86	.539		161	3.01	1.77	.459	
		Chn	82	3.00	2.15			77	3.29	1.74		
		Ind	21	3.14	2.35			20	2.65	1.81		
	Y2	Mly	180	2.96	1.94	.659		157	2.85	1.62	.435	
		Chn	68	2.92	1.88			63	2.87	1.41		
		Ind	9	3.55	2.24			7	3.71	1.60		
	Y3	Mly	148	2.80	1.80	.758		132	2.77	1.58	.147	
		Chn	53	2.84	1.95			49	3.36	1.84		
		Ind	4	2.50	2.34			4	2.25	.50		
I was attracted to hospitality through the glamorous image portrayed in the media	Y1	Mly	175	4.71	1.53	.345		161	4.00	1.46	.688	
		Chn	82	4.92	1.67			77	4.24	1.45		
		Ind	21	4.33	1.65			20	4.25	1.71		
	Y2	Mly	180	4.53	1.60	.434		157	4.06	1.50	.671	
		Chn	68	4.73	1.32			63	4.09	1.34		
		Ind	9	4.88	1.36			7	4.57	1.71		
	Y3	Mly	148	4.40	1.57	.453		132	4.10	1.61	.661	
		Chn	53	4.71	1.62			49	4.00	1.38		
		Ind	4	3.75	2.63			4	5.00	1.00		

However, inspection of the analysis for each round did not reveal any statistically significant differences between the ethnic sub- groups for these items. The ratings were consistent for almost all the items across all levels of programmes. In fact the means were very similar to those found in the gender analysis. The table (Table 8.7) is shown for the purpose of completing the record of the results.

With this outcome, it was concluded that there is strong evidence that students of all ethnicities appear to accord similar levels of importance for the roles of parents and other individuals in encouraging their choice of taking hospitality programmes. In other words, it seems that students of all ethnic groups rejected the idea of entering the programmes just to please their parents.

8.3.2 Analysis of Results for "Educational Factor" items by Ethnicity in Different Levels of Study Programmes

As shown in Table 8.8, only one statistically significant difference related to educational aspects exists between the ethnic respondents in the first round, and four differences in the second data collection round. What is most striking is that Malays of all years' programmes more strongly agreed than the Chinese that whatever they learnt in the programme would be useful in their future career. The mean ratings for year-one (6.26, $p = .041$), year-two (6.08, $p = .003$) and year-three (6.14, $p = .002$) are consistently higher than respective means for Chinese respondents (5.58, 5.51 and 5.84, respectively). In fact, the differences appeared to be consistent through to the second round. This clearly demonstrates that Malay respondents are more optimistic that knowledge acquired from their study programme would be beneficial for their future employment. With such strong beliefs, it is not surprising to see that Malays of year-one (5.40), year- two (5.35) and year-three (5.60) also attached slightly more agreement as to their satisfaction with an offer of place in a hospitality programme than did the Chinese (5.26, 5.30 and 5.28 respectively) although these differences were not statistically significant differences.

However, this pattern recurred in the second round and the differences were statistically significant at all levels of the programme with $p = .010$ for year-one, $p = .024$ for year-two and $p = .043$ for year-three. As the pattern of mean scores and the magnitude of changes for each ethnic group are similar to the analyses of overall responses together, this further supports the previous arguments (Section 8.3) of Malays possibly being somewhat less worldly and influenced by the 2001 publicity campaign.

Conversely, Chinese in the second round differed from Malays, as they consistently reported themselves as holding higher expectations that a hospitality course would qualify them to do a specialised job. Statistically significant differences appeared in all year cohorts with $p = 0.42$ for year- one, $p = .036$ for year-two and $p = .046$ for year-three. To make it more interesting, their views have changed from being less positive to more positive in the second round, with shifts of mean scores between rounds being statistically significant for all sub-groups. For example, the third year Chinese mean scores increased from 4.52 to 4.54, $p < 0.05$ compared to the reverse direction for Malays from 4.46 to 4.29. This is in line with the previous overall analysis that Chinese are more accepting of these items. It could be presumed that Chinese respondents prior to entering the programme possibly were already committed to their chosen programme and wished they had been able to perform a specialised job in this future employment, compared to Malay respondents.

Table 8.8: Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection by ethnicity, identifying significant differences by level of study programme and between rounds

Items	Yr	Eth	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
I strongly believe whatever I learn in this course will be useful in my future career	Y1	Mly	175	6.26	.92	.000	M	161	5.78	1.10	.002	M
		Chn	82	5.58	1.40		>	77	5.57	1.06		>
		Ind	21	5.85	1.42		C	20	5.55	1.60		C
	Y2	Mly	180	6.08	1.17	.003	M	157	5.90	1.15	.004	M
		Chn	68	5.51	1.34		>	63	5.34	1.34		>
		Ind	9	5.33	1.41		C	7	4.28	1.70		C
	Y3	Mly	148	6.14	1.10	.002	M	132	5.97	1.03	.003	M
		Chn	53	5.84	1.30		>	49	5.46	1.16		>
		Ind	4	6.75	.50		C	4	5.00	.81		C
I was very satisfied with the offer of a place on this hospitality course	Y1	Mly	175	5.40	1.38	.760		161	5.15	1.23	.010	M
		Chn	82	5.26	1.37			77	5.10	1.44		>
		Ind	21	5.61	1.20			20	5.25	1.58		C
	Y2	Mly	180	5.35	1.11	.993		157	5.30	1.21	.024	M
		Chn	68	5.30	1.31			63	5.27	1.24		>
		Ind	9	5.33	1.00			7	4.42	1.27		C
	Y3	Mly	148	5.60	1.05	.146		132	5.46	1.10	.043	M
		Chn	53	5.28	1.11			49	5.25	1.19		>
		Ind	4	6.25	.50			4	5.75	.50		C
I expect this course will only qualify me to do a specialised job in the hospitality industry	Y1	Mly	175	4.40	1.59	.446		161	4.23	1.48	.042	C
		Chn	82	4.52	1.63			77	4.54*	1.43		>
		Ind	21	4.47	1.43			20	3.70	1.71		M
	Y2	Mly	180	4.40	1.53	.207		157	4.27	1.43	.036	C
		Chn	68	4.54	1.43			63	4.57*	1.43		>
		Ind	9	5.22	1.20			7	4.42	1.51		M
	Y3	Mly	148	4.46	1.69	.051		132	4.29	1.47	.046	C
		Chn	53	4.52	1.41			49	4.54*	1.39		>
		Ind	4	5.00	2.16			4	3.75	1.70		M
Hospitality courses provide a more nurturing and caring environment than other courses	Y1	Mly	175	5.00	1.26	.587		161	4.54*	1.41	.193	
		Chn	82	5.09	1.44			77	4.51*	1.27		
		Ind	21	5.38	1.46			20	5.05	1.27		
	Y2	Mly	180	5.18	1.22	.354		157	4.92*	1.20	.888	
		Chn	68	5.02	1.33			63	4.98*	1.17		
		Ind	9	5.77	.66			7	4.71	.75		
	Y3	Mly	148	5.22	1.24	.865		132	4.67*	1.40	.107	
		Chn	53	5.18	1.30			49	4.53*	1.47		
		Ind	4	5.75	.50			4	5.00	1.15		

Note: 1. Inter - group differences shown in significance differences are based on Scheffé procedure

- 2. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** = $p < 0.001$)**
- 3. Mean scores derived from paired sample t-test are not reported**

When looking at the general pattern of the mean shift between rounds, the mean rating of most items changed as the time in the education programmes increased. Both Malay and Chinese respondents in the year-three showed more significant changes in their rating than those in year- two and year-one. This can clearly be seen in items

relating to ' the course provides a more nurturing and caring environment '. The scores for Malays in year-three went down from 5.22 to 4.67 ($p < 0.05$) compared to year-two from 5.18 to 4.92 ($p < 0.05$) and from 5.00 to 4.54 ($p < 0.05$) for year- one, while the Chinese score declined from 5.18 to 4.53 ($p < 0.05$) for year-three, 5.18 to 4.92 ($p < 0.05$) for year-two and 5.09 to 4.51 ($p < 0.05$) for year-one of the same item. This could indicate that the higher level of the programme caused somewhat less enthusiasm in the students' view as they already knew a great deal about the programme and therefore nothing is unusual for them about the programmes compared to those in the lower level programmes. This also seems to be evidence that the growing up process as students move through the programme lessens the importance of what students expect from the hospitality programme.

8.3.3 Analysis of results for "Value about Work Factor" items by Ethnicity in Different Levels of Study Programmes

The results in Table 8.9 showed that a few statistically significant differences appeared on a number of items related to ethnic groups' perceptions about work in general. In the first round, Malays of all cohorts recorded greater importance than the Chinese to 'developing and using skills at work' and 'making or doing something original though work' and are statistically significant differences.

Similarly to Section 8.3, these differences do not reveal any consistent pattern in the second round, as Chinese of all year cohorts consistently increased their ratings while Malays moved in the opposite direction. In fact, the shift of mean scores for both ethnic groups in all year cohorts is statistically significant. For example, the mean scores for the item 'developing and using skills and abilities at work ' declines from

6.06 to 5.87, $p < 0.05$ for year-one Malays compared to year-one Chinese (from 5.74 increased to 5.80, $p < 0.05$). However, despite no statistically significant differences in the second round, it appeared that both ethnic groups were generally positive in their views towards these items through both survey rounds. This perhaps reflects that Malay and Chinese students have similar expectations of the hospitality programme they enrolled in. They possibly expected to learn a lot of practical aspects in order to develop the necessary skills, knowledge, competencies and attitudes to enable them to progress in this industry. However, as the mean for Chinese respondents consistently increased over time, this could also support the notion that the Chinese entered the hospitality course with a clearer expectation to qualify them to do a specialised job in the industry as previously identified in Section 8.3.

The Chinese also seem to hold contrary views from Malay groups in the second round, as they had greater expectations of wanting to be in charge of others and helping others through their work. This is further supported through the trends of mean scores which consistently increased for all year cohorts compared to the reverse direction by Malay groups. For instance, the item relating to wanting to be in charge significantly increased from 4.72 to 5.32, $p < 0.01$ for year-one, from 4.62 to 5.28, $p < 0.01$ for year-two compared to Malay, from 4.84 declined to 4.81 and 4.92 declining to 4.82, of the same year. This fits somewhat with higher proportion of Chinese involved in the hospitality industry in Malaysia, particularly the hotel industry, compared to Malay and other ethnic groups.

Table 8.9: Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection by Ethnicity, identifying significant differences by level of study programme and between rounds

Items	Yr	Eth	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
Developing and using my skills and abilities at work	Y1	Mly	175	6.06	.95	.016	M	161	5.87*	.96	.165	
		Chn	82	5.74	1.14		>	77	5.80*	.86		
		Ind	21	5.38	1.09		C	20	6.05	.92		
	Y2	Mly	180	6.02	.89	.043	C	157	5.82 **	.93	.466	
		Chn	68	5.63	.96		>	63	5.92**	.84		
		Ind	9	6.56	.52		M	7	5.57	1.13		
	Y3	Mly	148	6.06	1.02	.046	C	132	6.03**	1.13	.458	
		Chn	53	5.88	.84		>	49	5.89**	.89		
		Ind	4	6.00	.81		M	4	5.25	1.50		
Making or doing something original through my work	Y1	Mly	175	5.88	1.02	.032	M	161	5.59	1.28	.909	
		Chn	82	5.51	1.12		>	77	5.61	1.01		
		Ind	21	5.57	.97		C	20	5.60	1.31		
	Y2	Mly	180	5.92	.90	.028	M	157	5.52	.99	.706	
		Chn	68	5.51	1.09		>	63	5.60	.72		
		Ind	9	5.77	.83		C	7	5.28	1.25		
	Y3	Mly	148	5.77	1.13	.037	M	132	5.52	1.16	.733	
		Chn	53	5.54	.97		>	49	5.59	.88		
		Ind	4	6.25	.95		C	4	5.00	1.14		
Others being helped through my work	Y1	Mly	175	5.04	1.19	.345		161	4.94	1.21	.028	C
		Chn	82	5.26	1.13			77	5.29	.88		>
		Ind	21	5.47	.87			20	5.15	1.13		M
	Y2	Mly	180	5.37	1.22	.200		157	4.99	1.11	.005	C
		Chn	68	5.04	1.25			63	5.50	.78		>
		Ind	9	5.00	1.11			7	4.57	1.39		M
	Y3	Mly	148	5.12	1.29	.392		132	5.09	1.30	.047	C
		Chn	53	5.09	1.11			49	5.36	.88		>
		Ind	4	5.75	.95			4	5.50	.57		M
Being in charge of other workers	Y1	Mly	175	4.84	1.14	.766		161	4.81	1.15	.004	C
		Chn	82	4.72	1.35			77	5.32**	.84		>
		Ind	21	4.76	1.25			20	4.55	1.60		M
	Y2	Mly	180	4.92	1.38	.079		157	4.82	1.01	.019	C
		Chn	68	4.62	1.19			63	5.28 **	1.08		>
		Ind	9	4.88	.78			7	4.71	.75		M
	Y3	Mly	148	4.88	1.24	.529		132	4.68	1.21	.023	C
		Chn	53	5.11	1.18			49	5.50**	1.00		>
		Ind	4	5.00	2.16			4	5.25	.50		M

Note : 1. Inter -group differences shown in significance differences are based on Scheffé procedure

- 2. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** = $p < 0.001$)**
- 3. Mean scores derived from paired sample t-test are not reported**

In fact the substantially upward changes in the overall mean rating also appeared

among the Chinese students in higher levels of the programmes compared to Malays in

all levels of the programmes lower down. Therefore, this is evidence that the Chinese

tended to strengthen their views about what they want from the value of work in general as compared to Malay and other ethnic groups.

8.3.4 Analysis of results for "Career Intention and Commitment Factor" items by Ethnicity in Different Levels of Study Programmes

With regard to items in this factor, some strong differences in the way ethnic respondents reported their level of intention and commitment towards hospitality industry employment were identified. Apparently, these differences appeared mostly among the first year students. This is shown in Table 8.10.

Year-one Malays agreed somewhat more (5.21, $p = .022$) than the Chinese (5.12) that they were 'committed to a career in hospitality', 'keen to work in the industry' (5.21 and 4.91, respectively, $p = .020$), would accept almost any job to stay in the hospitality industry (4.80 and 4.54, respectively, $p = .007$), somewhat believed 'the hospitality industry is an exciting and challenging environment to work in' (5.77 and 5.73, respectively, $p = .033$) and 'will stay in the industry if it provides the best career option for them' (5.77 and 5.48 respectively, $p = .010$). Their strong feelings were consistently carried through to the subsequent round.

However, despite being statistically significant differences, in absolute terms this difference cannot be generalised as an ethnic dissimilarity as none of these items appeared in the overall responses analysis (Section 8.3), or even between other year cohorts. It could be contended that the difference between year-one respondents is that Malay students in particular, at the start of their programme probably did not fully realise what they were taking on as a career, compared to the Chinese. This argument

is further supported as the mean scores for all these items declined in the second round and some shifts by Malays are statistically significant. The clearest example is related to 'committed to a career in hospitality' which significantly declines from 5.21 to 4.85, $p < 0.05$ for the Malays compared to the Chinese from 5.12 to 4.74 of the same year.

Therefore, any distinction made between the first year students is speculative.

Table 8.10: Showing the mean scores and standard deviation for "Career Intention and Commitment factor" items of the survey for each round of data collection by ethnicity, identifying significant differences by level of study programme and between rounds

Items	Yr	Eth	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
I expect to work in the hospitality industry most of my working life	Y1	Mly	175	4.73	1.48	.699		161	4.22***	1.47	.934	
		Chn	82	4.86	1.43			77	4.54	1.35		
		Ind	21	4.90	1.17			20	4.25	1.37		
	Y2	Mly	180	4.87	1.34	.556		157	4.59*	1.47	.361	
		Chn	68	4.66	1.33			63	4.51	1.45		
		Ind	9	5.11	1.26			7	4.71	1.60		
	Y3	Mly	148	5.06	1.25	.310		132	4.58*	1.54	.504	
		Chn	53	4.69	1.43			49	4.52	1.47		
		Ind	4	4.75	1.50			4	4.00	1.41		
I am committed to a career in hospitality	Y1	Mly	175	5.21	1.39	.022	M	161	4.85*	1.35	.011	M
		Chn	82	5.12	1.15		>	77	4.74	1.34		>
		Ind	21	5.42	.97		C	20	4.85	1.46		C
	Y2	Mly	180	5.28	1.17	.291		157	5.05*	1.18	.699	
		Chn	68	5.05	1.26			63	4.90	1.30		
		Ind	9	5.55	.72			7	5.28	.95		
	Y3	Mly	148	5.54	1.16	.691		132	5.24*	1.24	.651	
		Chn	53	5.22	1.21			49	5.15	1.32		
		Ind	4	6.25	.95			4	4.75	1.70		
I am still as keen to work in the industry as when I first chose this training programme	Y1	Mly	175	5.21	1.14	.020	C	161	4.78*	1.12	.014	M
		Chn	82	4.91	1.35		>	77	4.87	1.36		>
		Ind	21	5.71	1.05		M	20	5.65	1.18		C
	Y2	Mly	180	5.03	1.34	.427		157	4.87	1.15	.838	
		Chn	68	5.01	1.20			63	4.74	1.50		
		Ind	9	5.55	1.58			7	5.14	.89		
	Y3	Mly	148	5.18	1.18	.533		132	4.67	1.37	.561	
		Chn	53	5.22	.97			49	4.91	1.27		
		Ind	4	6.00	.81			4	5.25	.50		
I will accept almost any job to stay in the hospitality industry	Y1	Mly	175	4.80	1.43	.007	M	161	4.70*	1.33	.007	M
		Chn	82	4.54	1.45		>	77	4.53	1.43		>
		Ind	21	5.33	1.15		C	20	5.33	1.15		C
	Y2	Mly	180	4.73	1.30	.654		157	4.57*	1.34	.117	
		Chn	68	4.66	1.36			63	4.50	1.30		
		Ind	9	5.22	1.71			7	4.00	.81		
	Y3	Mly	148	4.73	1.37	.213		132	4.42*	1.38	.440	
		Chn	53	4.52	1.46			49	4.52	1.37		
		Ind	4	4.50	2.36			4	4.00	1.82		

con't /

Items	Yr	Eth	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
The hospitality industry is an exciting and challenging environment to work in	Y1	Mly	175	5.77	1.09	.033	M	161	5.71	1.09	.033	M
		Chn	82	5.73	1.10		>	77	5.63**	1.11		>
		Ind	21	5.42	1.15		C	20	5.42	1.07		C
	Y2	Mly	180	5.91	1.03	.054		157	5.63	1.00	.132	
		Chn	68	5.42	1.40			63	5.36	.93		
		Ind	9	5.44	1.58			7	5.14	1.06		
	Y3	Mly	148	5.79	1.16	.780		132	5.43	1.28	.171	
		Chn	53	5.73	1.02			49	4.97	1.50		
		Ind	4	6.25	.50			4	5.25	1.22		
I will stay in this industry if it provides me best career option	Y1	Mly	175	5.77	1.18	.010	M	161	5.42*	1.09	.017	M
		Chn	82	5.48	1.20		>	77	5.29*	1.30		>
		Ind	21	5.52	1.02		C	20	5.50	1.47		C
	Y2	Mly	180	5.87	1.15	.150		157	5.60*	.99	.125	
		Chn	68	5.52	1.17			63	5.37	1.31		
		Ind	9	5.66	1.11			7	5.28	1.11		
	Y3	Mly	148	5.79	1.16	.307		132	5.70*	1.09	.143	
		Chn	53	5.71	1.02			49	5.52	1.19		
		Ind	4	6.50	.57			4	5.50	.57		
I believed the hospitality provides greater promotional opportunity than other industries	Y1	Mly	175	5.29	1.30	.037	M	161	4.88	1.39	.049	M
		Chn	82	4.75	1.59		>	77	4.63	1.53		>
		Ind	21	5.23	1.17		C	20	5.05	1.09		C
	Y2	Mly	180	5.56	1.02	.300		157	5.15*	1.18	.373	
		Chn	68	5.27	1.38			63	5.23	1.53		
		Ind	9	5.11	1.05			7	5.00	1.00		
	Y3	Mly	148	5.35	1.27	.171		132	5.19	1.34	.607	
		Chn	53	5.28	1.31			49	5.23	1.24		
		Ind	4	5.25	2.21			4	5.00	1.41		
I believed the hospitality provides more employment opportunities than other industries	Y1	Mly	175	5.41	1.34	.001	M	161	5.35	1.36	.006	M
		Chn	82	5.16	1.56		>	77	5.04	1.43		>
		Ind	21	5.30	.98		C	20	5.19	1.34		C
	Y2	Mly	180	5.53	1.17	.133		157	5.37	1.06	.123	
		Chn	68	5.38	1.35			63	5.22	1.23		
		Ind	9	5.11	1.05			7	5.57	1.13		
	Y3	Mly	148	5.56	1.17	.389		132	5.19*	1.52	.513	
		Chn	53	5.24	1.22			49	4.83	1.40		
		Ind	4	5.74	1.25			4	5.23	.50		
I believed hospitality work is very stressful and pressured	Y1	Mly	175	4.99	1.79	.000	C	161	4.66**	1.62	.020	C
		Chn	82	5.08	1.37		>	77	4.93	1.47		>
		Ind	21	5.00	1.41		M	20	4.45	1.79		M
	Y2	Mly	180	4.39	1.53	.005	C	157	4.30	1.53	.015	C
		Chn	68	5.04	1.38		>	63	4.85	1.57		>
		Ind	9	5.14	1.26		M	7	5.11	1.34		M
	Y3	Mly	148	4.56	1.59	.000	C	132	4.12	1.68	.021	C
		Chn	53	5.49	1.18		>	49	4.85	1.41		>
		Ind	4	5.75	1.89		M	4	5.00	.81		M

- Note: 1. Inter - group differences shown in significant differences are based on Scheffé procedure
2. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** = $p < 0.001$)
3. Mean scores derived from paired sample t-test are not reported

The more convincing and perhaps most revealing in this analysis deals with the item related to 'hospitality work is very stressful and pressured'. Chinese from all years slightly agreed and held a similar view compared with the Malay group which was less positive to the item. This was statistically significant in both rounds. As this difference is consistent with the overall analysis, it is some support for the previous argument that Chinese students perhaps have had previous working experience and have more realistic views than the Malays about occupational aspects of the hospitality industry, before entering the educational institutions.

It is also important to note that all the items in this factor consistently declined in mean scores from the first to the second rounds. These declines are more apparent among Malays of all year cohorts than the Chinese students. This can be clearly seen on items 'I expect to work in the hospitality industry most of my working life', 'I am committed to a career in hospitality' and 'I will stay in this industry if it provides me with the best career option'. In fact the shift between rounds for year-one, year-two and year-three Malays is statistically significant at $p < 0.05$. These points taken together suggest that both ethnic groups decline in their career intention and commitment over time, however Malays are more becoming disillusioned or at least less certain than the Chinese about hospitality as their long term career. It is contended that ethnic identity could have direct as well as indirect effects on individual student perceptions towards employment opportunities and career motivation towards the hospitality industry.

8.4 Differences Between Responses Attributable to Religion

A similar procedure to that of Section 8.3 was used to identify statistically significant differences between respondents based on their religion. Table 8.11 showed seven statistically significant differences in the first round with another eight in the second round, of which six were repeated from the first round. The corresponding Scheffé *post hoc* multiple comparison reveals that the differences exist between Muslim and Buddhist students.

However, despite a number of significant differences being indicated between sub-groups based on religions the items are virtually identical with those appearing in the ethnicity group except for one which involved Christians and students of other religion in both rounds. The mean ratings for Muslim and Malay respondents were found to be similar for most of the items in both analyses (Section 8.3 and 8.4). This was expected as 99 per cent of Malays in Malaysia are Muslim. Further inspection by the researcher also confirmed that Christian students in this data are mostly from Chinese ethnic groups. It is not surprising therefore, to see no statistically significant differences appearing on any items between these groups and in the fact the patterns of perceptions and views are much similar among them.

Further confirmatory evidence was obtained in cohorts analyses of the sub-groups. The significant changes between rounds in each sub-group by religion are similar in terms of magnitude and direction as in the ethnicity analyses. From these outcomes it could be said that respondents' religion and ethnicity are similar as to how they perceived career influences, educational aspects, value of work and intention and career commitment items. It is not possible therefore to identify whether it is the ethnic or

the religious aspects that are the causal influences. As the mean ratings and pattern of changes are consistent with ethnicity the result of detailed cohorts analyses are not reported.

Table 8.11 : Showing the items in each round of data collection where statistically significant differences between religions were identified, the level of that significance and pattern of difference of the mean scores

Item	Rlgn	First Round			Second Round		
		Mean	Sig	Scheff	Mean	Sig	Scheff
I strongly believe that whatever I learn in this course will be useful in my future career	Mus	6.12	.000	Mus > Bud	5.97	.001	Mus > Chr
	Bud	5.67			5.65		
	Chr	5.57			5.41		
	Hin	5.47			5.43		
	Oth	5.84			5.48		
I believe that hospitality work is very stressful and pressured	Mus	4.28	.000	Bud > Mus	4.52	.018	Bud > Mus
	Bud	4.73			5.01		
	Chr	4.86			5.09		
	Hin	5.23			4.68		
	Oth	5.20			5.10		
I think hospitality provides greater promotional opportunity than other industries	Mus	5.38	.000	Mus > Bud	5.06	.000	Mus > Bud
	Bud	4.85			4.84		
	Chr	4.86			5.01		
	Hin	5.05			4.81		
	Oth	4.82			4.51		
I believe the hospitality industry provides more employment opportunities than other industries	Mus	5.46	.000	Mus > Bud	5.12	.035	Mus > Bud
	Bud	4.98			4.84		
	Chr	4.95			5.01		
	Hin	5.35			5.31		
	Oth	5.00			4.51		
I will stay in this industry if it provides me the best career option	Mus	5.79	.032	Mus > Bud	5.62	.000	Mus > Bud
	Bud	5.57			5.10		
	Chr	5.59			5.35		
	Hin	5.76			5.25		
	Oth	5.57			4.54		
I am still as keen to work in the industry as when I first chose this training programme	Mus	4.98	.043	Hin > Mus	4.72	.000	Hin > Mus
	Bud	5.01			4.71		
	Chr	5.34			5.17		
	Hin	5.58			5.25		
	Oth	5.28			4.77		
Others being helped through my work	Mus	5.22	.044	Mus > Bud	5.04	.009	Oth > Mus
	Bud	5.13			5.31		
	Chr	5.19			5.31		
	Hin	5.47			5.12		
	Oth	5.86			5.58		
Being in charge of other workers	Mus	4.78	.193		4.47	.000	Bud > Mus
	Bud	4.95			5.18		
	Chr	4.54			5.17		
	Hin	4.76			4.68		
	Oth	4.57			5.35		

Note: 1. Inter group differences are based on Scheffé procedure
 2. Any significant differences in each round are indicated by being bolded
 3. Mus = Muslim (First round n = 555, Second round n = 499) Bud= Buddhist (First round n = 122, Second round n = 115), Chr = Christian, (First round n = 82, Second Round n = 73), Hin = Hindu (First round n = 17, Second Round n = 16), Othrs = Other religions (First round n = 38, Second Round n = 37).

8.5 Differences Between Responses Attributable to Geographical Location of Upbringing

From the three previous analyses, there are only a few significant differences found between respondents based on gender, ethnicity and religion that reflect their attitudes toward hospitality. This has brought into question whether similar trends hold true for responses from different locations of upbringing. It was envisaged (Chapter Three) when this independent variable was used that there may well be a relationship between area of upbringing and the attitudes of students towards educational programme, employment in general and hospitality in particular. It was also be anticipated that there would be a greater likelihood of students from a city and town area choosing hospitality courses compared to those from a rural area as they experience in much more sophisticated environment.

Given this, the ANOVA procedure was utilised to identify if there were any statistically significant differences between the responses from a city, town and rural area. By means of a Scheffé multiple comparison test, differences were found between students from the city and rural areas. The following table reports the results from each round analysis highlighting the items for which statistically significant differences were identified. The respective full table for these items is shown in appendix 8.

Table 8.12 shows some underlying pattern of views related to location of upbringing. Respondents from the city report a greater level of agreement with some educational and industry related items. This is seen in their reporting themselves slightly more keen to work in the hospitality industry when they first chose the hospitality

programme (5.26, $p = .042$) as compared to students from rural areas (4.77). Similarly they reported being happy to tell others that they are trained to work in hospitality (5.68 compared to 5.15, $p = .000$) and having a higher career expectation than their classmates (4.71 compared to 4.37, $p = .046$).

Table 8.12: Showing the items in each round of data collection where statistically significant differences between geographical location were identified, the level of that significance and the pattern of difference of the mean scores.

Items	Geo. Upb	First Round			Second Round		
		Mean	Sig	Scheffé	Mean	Sig	Scheffé
I am happy to tell others that I am training to work in hospitality	Rural	5.15	.000	City	5.26	.437	
	Town	5.50		>	5.24		
	L. City	5.68		Rural	5.39		
I have a higher career expectation of the hospitality industry than most of my classmates	Rural	4.37	.046	City	4.44	.601	
	Town	4.58		>	4.36		
	L. City	4.71		Rural	4.49		
I expect this course will only qualify me to do a specialised job in the hospitality industry	Rural	4.05	.010	City	4.12	.090	
	Town	4.41		>	4.15		
	L. City	4.57		Rural	4.43		
I am still as keen to work in the industry as when I first chose this training programme	Rural	4.77	.042	City	4.94	.336	
	Town	5.03		>	4.70		
	L. City	5.26		Rural	4.86		
At the time I decided to train for hospitality there were other occupations I could have easily chosen	Rural	4.60	.001	City	4.81	.610	
	Town	4.87		>	4.81		
	L. City	5.01		Rural	4.70		
Living life my own way and not having it determined by my work	Rural	4.85	.020	City	5.13	.326	
	Town	5.08		>	5.01		
	L. City	5.26		Rural	5.18		
Developing and using my skills and abilities at work	Rural	5.83	.049	City	5.90	.619	
	Town	5.09		>	5.83		
	L. City	6.00		Rural	5.92		
Working in pleasant surroundings	Rural	5.47	.022	City	5.74	.275	
	Town	5.70		>	5.64		
	L. City	5.79		Rural	5.75		
I will readily take a job in another industry if it offers slightly more money	Rural	4.93	.926		5.27	.012	City
	Town	4.88			5.31		>
	L. City	4.90			5.63		Rural
Others being helped through my work	Rural	5.04	.114		5.11	.009	Rural
	Town	5.13			5.05		>
	L. City	5.30			5.03		City
I am very satisfied with my choice of career in hospitality	Rural	5.09	.052		4.90	.041	City
	Town	5.27			4.96		>
	L. City	5.42			5.09		Rural

- Note: 1. Inter groups differences are based on Scheffé procedure
2. Any significant differences in each round are indicated by being bolded
3. Rural (First Round $n = 212$, Second round $n = 186$), Town (First round $n = 492$, Second Round $n = 395$), Large city (First round $n = 173$, Second round $n = 159$)

They also attach slightly more agreement to the item relating to ' I expect this course will only qualify me to do a specialised job in hospitality industry (4.57 compared to 4.05, $p = .010$) and ' At the time I decided to train for hospitality there were other occupations I could easily have chosen (5.01 compared to 4.60, $p = .001$). It is also not surprising to see that this group attached greater importance to developing their skills (6.00 compared to 5.83, $p = .049$), expect to work in pleasant surroundings (5.79 compared to 5.47, $p = .022$) and not having their work determine the way in which they live their lives (5.26 compared to 4.85, $p = .020$).

Together these points might suggest that respondents with a city upbringing are more definite about what they want and expect from their studies and career than their more rurally raised classmates. This possibly means they are more knowledgeable or have a clearer idea and are better informed about the programme and industry at the time of making their choice. This fits the idea that the hospitality and tourism industries are more developed in the city area compared to the town and rural areas and will be more evident. These students may therefore, have been more aware or had a greater exposure to the industry through family or individual experiences. In addition, this could be argued also as reflecting a different idea being held by city students of what they expected when they entered the programme. It is possible that the increased sophistication of city life leads to more concise expectations than those of the more tentative and naïve country raised counterparts.

Nevertheless, all the distinctions between these groups fade out by the end of the semester year, as all of the eight statistically significant differences did not carry through to the second round. The mean scores rated by city and town students consistently decreased over time while they increased for students from rural areas and

becoming similar or moving towards more commonly held set of perceptions. What can be said of this outcome is that those from rural areas are more likely to report that they now know a lot more about the industry than before which supports the contention of some level of naivety.

However, this argument should only be appropriate for new entry students (year-one) given that year-two and year-three students should already be more experienced than those in year one. Whether this hold true more for the first year or for all the three year programmes will be further discussed in the cohorts analyses. What is notable also is the extent to which common views are developed over time. This augurs well for increased collegiality among the students.

Also particularly notable are the three other items showing statistically significant differences between sub-groups in the second round but where not identified as different in the first round. First, students from rural areas have become slightly more positive in this round by placing more agreement that others are being helped in their future work. This can clearly be seen as their mean scores increased from 5.04 to 5.11 compared to city students whose scores declined from 5.30 to 5.03 and were statistically significant. This fits well with the idea that in the social norms of people in the rural area helping others is a stronger part of their cultural practice within their more isolated and self contained communities.

The second item is related to 'readily take a job in another industry for slightly more money'. Students from the city were more strongly in agreement with this item than those from rural areas with $p = .012$. This again is evidence of a more sophisticated worldly wise value set among city students. Nevertheless, despite the statistically

significant differences, all groups were consistently positive and increased their mean scores from 4.90 to 5.63 for city students, 4.88 to 5.31 for town students and from 4.93 to 5.27 for students from rural areas. This result perhaps supports the previous findings (gender and ethnicity analyses) that students have much a higher tendency to change their employment to another industry when money is concerned.

Over time this is pointing to declining level of conviction about careers in hospitality. This contention is supported by the declining mean scores over the period for all groups for the item 'I am satisfied with my choice of a career in hospitality'. The statistically significant difference between city and rural students possibly is accounted for by the initially more informed choice as discussed above.

In relation to the above result, subsequent cohort analyses investigate whether a similar pattern holds true for responses in different levels of the programme and the effect of their views over time, related to career influences, education, work value and intention and commitment factor items. Arguably, if the differences arise in year one, year two and year three, over time this should be strong evidence of the above findings.

8.5.1 Analysis of Results for "Career Influences Factor" items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes

Looking at Table 8.13, there was an almost universally consistent pattern of perceptions among respondents from rural, town and city areas. No statistically significant differences can be found on any items in each round analysis. The rating was in fact consistent on almost all items across all levels of the programme with mean scores similar those found in the previous three independent variables. This indicates

that, although there are possibilities that location of upbringing may have produced differences in students' perceptions related to other issues, it was obvious that they share common views on the importance of the role of parents and other individuals in supporting their decision to study hospitality. Therefore, a few items are here reported just to complete the record of analysis undertaken.

Table 8.13: Showing the mean scores and standard deviation for "Career Influences" items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds

Items	Yr	Geo. Upb	First Round					Second Round				
			n	Mean	Std Dev.	Sig	Sch	n	Mean	Std Dev	Sig	Sch
My brothers/ sisters encouraged me to study hospitality	Y1	Rural	78	4.29	1.92	.914		71	4.56	1.59	.257	
		Town	157	4.40	1.87			147	4.85	1.34		
		City	48	4.39	1.75			45	4.95	1.31		
	Y2	Rural	76	4.15	1.62	.472		69	4.81	1.52	.401	
		Town	130	4.36	1.72			113	4.59	1.49		
		City	59	4.50	1.64			51	4.90	1.43		
	Y3	Rural	43	4.07	1.76	.235		33	4.75	1.39	.872	
		Town	111	4.27	1.72			103	4.87	1.39		
		City	59	4.11	1.58			56	4.91	1.26		
My close friends encouraged me to study hospitality	Y1	Rural	78	4.07	1.95	.950		71	4.92	1.21	.793	
		Town	157	4.00	1.91			147	5.04	1.33		
		City	48	4.09	1.84			45	5.06	1.33		
	Y2	Rural	76	4.15	1.60	.053		69	4.91	1.42	.666	
		Town	130	4.42	1.79			113	4.97	1.33		
		City	59	4.67	1.98			51	5.13	1.41		
	Y3	Rural	43	4.09	1.84	.635		33	5.00	1.34	.490	
		Town	111	4.05	1.69			103	4.81	1.44		
		City	59	4.08	1.57			56	5.07	1.15		
My parents encouraged me to study hospitality	Y1	Rural	78	5.07	1.45	.601		71	5.26	1.52	.544	
		Town	157	5.17	1.64			147	5.16	1.43		
		City	48	5.37	1.77			45	5.42	1.05		
	Y2	Rural	76	5.21	1.20	.227		69	5.50	1.29	.195	
		Town	130	5.25	1.39			113	5.54	1.14		
		City	59	5.57	1.36			51	5.17	1.39		
	Y3	Rural	43	5.32	1.48	.434		33	5.81	1.15	.196	
		Town	111	5.33	1.34			103	5.44	1.36		
		City	59	5.18	1.43			56	5.51	1.41		

8.5.2 Analysis of Results for "Educational Factor" items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes

Again, no unusual pattern of respondent views (Table 8.14) compared to the number of differences identified on similar factor items in ethnicity. Students in all levels of the programme either from village, town or city not only held similar views but were consistently positive about the educational aspect items. This can clearly be seen with their higher rating attached to most of the items. This outcome indicates that students irrespective of where they were brought up are probably getting some positive information about hospitality programmes prior to entering the educational institutions. No further comments could be presented apart from this.

However, some inconsistencies in the pattern of the mean shift between rounds provide more useful insight. Year-one students from rural areas increased their rating for the item 'satisfied with the offer of a place on this hospitality course' from (5.09 to 5.14, $p < 0.05$) while they decreased from 5.34 to 5.27 ($p < 0.05$) for students from town and city areas (5.52 declined to 5.35, $p < 0.05$). A similar pattern occurred relating to 'I strongly believe whatever I learnt in this course be will be useful in my future career'. These shifts at the statistically significant difference level provide strong evidence and consistent with the previous argument that there is some level of naivety in students from more rural areas at the time of entry to their study programmes. Progressively their personal views and attitudes become more similar to those from other areas of upbringing. In fact, this contention is further supported with similar ratings given by responses in the higher levels of programmes (year-two and year-three) and the absence of any statistically significant shifts which showed that their views are more or less stable all the way through.

Table 8.14: Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds

Items	Y	Geo Upb	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
I was very satisfied with the offer of a place on this hospitality course	Y 1	Rural	78	5.09	1.33	.297		71	5.14*	1.17	.555	
		Town	157	5.34	1.41			147	5.27*	1.27		
		City	48	5.52	1.20			45	5.35*	1.12		
	Y 2	Rural	76	5.31	1.26	.989		69	5.24	1.21	.230	
		Town	130	5.33	1.32			113	5.30	1.15		
		City	59	5.33	1.35			51	5.26	1.26		
	Y 3	Rural	43	5.27	1.25	.175		33	5.27	1.06	.947	
		Town	111	5.63	1.04			103	5.51	1.28		
		City	59	5.52	.97			56	5.50	1.11		
I think hospitality course offer more practical skill training than academic work	Y 1	Rural	78	5.26	1.53	.944		71	5.19	1.21	.301	
		Town	157	5.31	1.35			147	5.29	1.26		
		City	48	5.35	1.21			45	5.25	1.02		
	Y 2	Rural	76	5.21	1.55	.574		69	5.13	1.30	.684	
		Town	130	5.24	1.31			113	5.14	1.32		
		City	59	5.38	1.42			51	5.33	1.27		
	Y 3	Rural	43	5.30	1.29	.321		33	5.11*	1.13	.111	
		Town	111	5.55	1.36			103	5.48*	1.16		
		City	59	5.36	1.43			56	5.26*	1.12		
I expect this course will only qualify me to do a specialised job in the hospitality industry	Y 1	Rural	78	4.42	1.49	.123		71	4.41	1.38	.050	
		Town	157	4.40	1.64			147	4.05	1.52		
		City	48	4.93	1.68			45	4.73	1.45		
	Y 2	Rural	76	4.32	1.38	.784		69	4.08	1.51	.615	
		Town	130	4.41	1.47			113	4.29	1.41		
		City	59	4.55	1.45			51	4.25	1.24		
	Y 3	Rural	43	4.60	1.74	.060		33	4.52*	1.55	.661	
		Town	111	4.72	1.55			103	4.54*	1.36		
		City	59	5.52	1.36			56	5.46*	1.02		
I strongly believe whatever I learn in this course will be useful in my future career	Y 1	Rural	78	5.97	1.08	.291		71	6.12*	.99	.063	
		Town	157	5.93	1.22			147	5.64*	1.16		
		City	48	6.18	1.04			45	5.46*	1.17		
	Y 2	Rural	76	5.88	1.18	.948		69	5.85	1.32	.910	
		Town	130	5.93	1.24			113	5.77	1.13		
		City	59	5.93	1.31			51	5.82	1.03		
	Y 3	Rural	43	6.18	.90	.768		33	6.06	.96	.273	
		Town	111	6.09	1.17			103	5.96	1.05		
		City	59	6.01	1.29			56	5.89	1.15		

Note: 1. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and * = $p < 0.001$)**

2. Mean scores derived from paired sample t-test are not reported

This analysis also seems to evidence that growing up experiences during the study programme lessen the individual student's expectations. The changes in the pattern of mean scores related to items 'I think hospitality courses offer more practical skill training than academic work' and 'I expect this course will only qualify me to do a

specialised job in the industry ' may best explain this notion. Year-three students from rural, town and city areas decreased their mean rating ($p < 0.05$) for these items. Further, as the pattern also held through for other cohorts, may well indicate that during the educational programme, students not only adjust the false impression they have at entry, become more realistic and serious about what they expect to get out from their educational programmes.

8.5.3 Analysis of Results for "Value of Work Factor " items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes

Based on analysis of overall responses, the differences related to items of this factor were mostly detected between students from the large city and from rural areas. A closer look at table 8.15 revealed that those differences actually were held by year-one rather than year-two or year-three students. As such, year-one students from the rural areas gave a lesser rating than those from the city to the importance of developing and using skills at work (5.51 compared to 6.01, $p = .000$), making something original (5.30 compared to 5.83, $p = .004$), earning a large amount of money (5.08 compared to 5.54, $p = .038$) and working in pleasant surroundings (5.38 compared to 5.71, $p = .031$). These differences presumably occur because the new entry students from the rural areas may have less understanding of what is important for them about the value of work due to less industry exposure. It could also be contended that these students may still have a lower level of certainty of where they are heading in their future careers, compared to the more demanding and concise expectations of classmates from town and cities, as previously discussed.

Table 8.15 : Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds

Items	Yr	Geo. Upb	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
Working with people who are friendly and understanding	Y1	Rural	78	5.64	1.47	.729		71	5.79**	1.22	.876	
		Town	157	5.94	1.26			147	5.83	1.26		
		City	48	5.98	1.18			45	5.82	1.09		
	Y2	Rural	76	6.26	.99	.728		69	5.72	1.26	.990	
		Town	130	6.19	1.02			113	5.75	1.00		
		City	59	6.11	1.14			51	5.72	1.15		
	Y3	Rural	43	6.37	1.15	.700		33	6.21	1.02	.454	
		Town	111	6.25	1.02			103	6.24	.97		
		City	59	6.29	1.03			56	6.08	.97		
Developing and using my skills and abilities at work	Y1	Rural	78	5.51	1.03	.000	Cty > Rur	71	5.79*	.94	.683	
		Town	157	5.93	1.00			147	5.87	.98		
		City	48	6.01	1.14			45	5.93	.83		
	Y2	Rural	76	6.23	.93	.424		69	5.84	.96	.611	
		Town	130	6.13	.94			113	5.70	.92		
		City	59	6.15	.80			51	5.80	.84		
	Y3	Rural	43	6.00	1.03	.309		33	5.53	1.13	.927	
		Town	111	6.26	.87			103	5.95	1.17		
		City	59	6.01	.87			56	5.96	.90		
Making or doing something original through my work	Y1	Rural	78	5.30	1.07	.004	Cty > Rur	71	5.45*	1.28	.313	
		Town	157	5.68	1.11			147	5.63	1.22		
		City	48	5.83	.92			45	5.71	.96		
	Y2	Rural	76	6.03	.98	.718		69	5.59*	.94	.349	
		Town	130	5.75	.96			113	5.46	.96		
		City	59	5.62	.98			51	5.68	.81		
	Y3	Rural	43	5.61	1.23	.608		33	5.57	1.09	.697	
		Town	111	5.96	.98			103	5.47	1.12		
		City	59	5.52	1.05			56	5.62	1.03		
Earning large amounts of money as the reward for my work	Y1	Rural	78	5.08	1.36	.038	Cty > Vlg	71	5.10	1.43	.147	
		Town	157	5.44	1.21			147	5.49	1.28		
		City	48	5.54	1.28			45	5.57**	.94		
	Y2	Rural	76	5.36	1.35	.333		69	5.29	1.36	.212	
		Town	130	5.31	1.33			113	5.16	1.23		
		City	59	5.45	1.14			51	5.68*	1.08		
	Y3	Rural	43	5.30	1.26	.426		33	5.26	1.38	1.93	
		Town	111	5.40	1.25			103	5.31	1.31		
		City	59	5.15	1.35			56	5.67*	1.14		
Working in pleasant surroundings	Y1	Rural	78	5.38	1.28	.031	Cty > Rur	71	5.52*	1.13	.746	
		Town	157	5.55	1.31			147	5.63	1.28		
		City	48	5.71	1.21			45	5.66	1.00		
	Y2	Rural	76	5.59	1.46	.863		69	5.73	1.06	.479	
		Town	130	5.65	1.20			113	5.59	1.08		
		City	59	5.71	1.48			51	5.78	.98		
	Y3	Rural	43	5.39	1.32	.131		33	6.01	1.04	.078	
		Town	111	5.75	.90			103	5.71	1.00		
		City	59	6.06	1.54			56	6.03	1.41		

Note: 1. Inter-group differences shown are based on Scheffé procedure

2. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** = $p < 0.001$)

3. Mean scores derived from paired sample t-test are not reported

However, growing up and gaining a better understanding about the work aspect through progression and experience in the programme have altered rural area students' perceptions and created a greater commonality of the views by them and other groups. The absence of statistically significant differences in the second round supports this contention.

The above notion is clearly evident when looking at the shift in the mean pattern between rounds. The scores given by the year-one students from rural areas have increased in the second round ($p < 0.01$), while they have consistently declined for students from towns, city and other year cohorts, except for earning large amounts of money. The clearest example can be found in items 'working with people who are friendly and understanding ', 'developing and using skills and abilities at work ' and ' working in pleasant surroundings '. These patterns have reduced the means gaps between all student cohorts, but in actual fact this indicates that all respondents are becoming more similar in their perceptions over time. Overall it is notable that the respondents have lowered their expectations over time albeit the shifts are not generally statistically significant. It may be true that a progressive increase in life experience as the students grow older not only alters their view about work, but they tend to think a lot more like each other.

8.5.4 Analysis of Results for "Career Intention and Commitment" items by Geographical Location of Upbringing of Respondents in Different Levels of Study Programmes

While statistically significant differences are more prevalent in the results reported for Section 8.4.3 (Table 8.16), there is no notable pattern appearing between the geographical location sub-groups in this result. Students from the three different

locations of upbringing are somewhat similar in their rating related to career intention and commitment factor items. However, some underlying pattern can be ascribed to respondents' views between rounds and is perhaps the most revealing in these analyses so far. This can be seen through the changes in the mean scores from the first to the second round. Although, all respondents are still positive in their views, the changes consistently show in almost all items and invariably happen to all cohorts in the same direction, despite some shifts which are not statistically significant.

Table 8.16 : Showing the mean scores and standard deviation for "Career Intention and Commitment Factor " items of the survey for each round of data collection for respondents based on geographical location of upbringing, identifying significant differences by level of study programme and between rounds

Items	Yr	Geo. Upb	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
I am committed to a career in hospitality	Y1	Rural	78	5.19	1.27	.840		71	4.78*	1.41	.956	
		Town	157	5.16	1.25			147	4.81*	1.36		
		City	48	5.29	1.44			45	4.86*	1.25		
	Y2	Rural	76	5.14	1.15	.647		69	4.94	1.29	.219	
		Town	130	5.29	1.18			113	5.16	1.10		
		City	59	5.16	1.30			51	5.04	1.30		
	Y3	Rural	43	5.20	1.37	.112		33	5.11	1.29	.770	
		Town	111	5.60	1.05			103	5.02	1.38		
		City	59	5.30	1.30			56	5.03	1.14		
I will accept almost any job to stay in the hospitality industry	Y1	Rural	78	4.80	1.48	.616		71	4.29*	1.28	.773	
		Town	157	4.59	1.59			147	4.42*	1.46		
		City	48	4.68	1.41			45	4.31*	1.51		
	Y2	Rural	76	4.57	1.39	.085		69	4.47	1.44	.138	
		Town	130	4.90	1.18			113	4.54	1.34		
		City	59	4.57	1.52			51	4.52	1.43		
	Y3	Rural	43	4.86	1.42	.133		33	4.57	1.50	.435	
		Town	111	4.66	1.46			103	4.54	1.39		
		City	59	4.28	1.60			56	4.54	1.41		
I will stay in this industry if it provides me best career option	Y1	Rural	78	5.73	1.26	.012	Cty > Vlg	71	5.26*	1.29	.472	
		Town	157	5.73	1.11			147	5.19*	1.28		
		City	48	6.03	.98			45	5.46*	1.30		
	Y2	Rural	76	5.82	1.18	.659		69	5.55	1.18	.848	
		Town	130	5.72	1.13			113	5.60	1.09		
		City	59	5.86	1.15			51	5.49	1.30		
	Y3	Rural	43	5.58	1.17	.220		33	5.23	1.26	.245	
		Town	111	5.87	.98			103	5.71	1.12		
		City	59	5.62	1.29			56	5.30	1.29		
I will readily to take a job in another industry if it offer slightly more money	Y1	Rural	78	4.84	1.53	.544		71	4.92*	1.49	.188	
		Town	157	4.84	1.47			147	5.28*	1.25		
		City	48	4.58	1.39			45	5.17*	1.37		
	Y2	Rural	76	5.00	1.57	.609		69	5.13*	1.38	.737	
		Town	130	4.79	1.43			113	5.27*	1.40		
		City	59	4.83	1.39			51	5.29*	1.13		
	Y3	Rural	43	4.93	1.48	.557		33	5.81*	1.44	.663	
		Town	111	5.01	1.51			103	5.59*	1.17		
		City	59	5.22	1.24			56	5.60*	1.34		

Items	Yr	Loc Upb	First Round				Sch	Second Round				
			n	Mean	Std Dev	Sig		n	Mean	Std Dev	Sig	Sch
I expect to work in the hospitality industry most of my working life	Y1	Rural	78	4.85	1.45	.801		71	4.19*	1.34	.927	
		Town	157	4.72	1.47			147	4.17*	1.48		
		City	48	4.79	1.38			45	4.26*	1.54		
	Y2	Rural	76	4.76	1.27	.328		69	4.66	1.51	.156	
		Town	130	4.93	1.25			113	4.62	1.47		
		City	59	4.62	1.58			51	4.17	1.65		
	Y3	Rural	43	4.79	1.31	.070		33	4.70	1.64	.181	
		Town	111	5.14	1.24			103	4.33	1.51		
		City	59	4.69	1.38			56	4.48	1.48		
I expect to work in the hospitality industry most of my working life	Y1	Rural	78	4.85	1.45	.801		71	4.19*	1.34	.927	
		Town	157	4.72	1.47			147	4.17*	1.48		
		City	48	4.79	1.38			45	4.26*	1.54		
	Y2	Rural	76	4.76	1.27	.328		69	4.66	1.51	.156	
		Town	130	4.93	1.25			113	4.62	1.47		
		City	59	4.62	1.58			51	4.17	1.65		
	Y3	Rural	43	4.79	1.31	.070		33	4.70	1.64	.181	
		Town	111	5.14	1.24			103	4.33	1.51		
		City	59	4.69	1.38			56	4.48	1.48		
Job in the hospitality industry involved harder work than I previously realised	Y1	Rural	78	5.01	1.45	.961		71	5.16*	1.13	.604	
		Town	157	5.03	1.38			147	5.33*	1.16		
		City	48	5.08	1.19			45	5.28*	1.01		
	Y2	Rural	76	5.18	1.28	.071		69	5.13*	1.14	.842	
		Town	130	5.03	1.28			113	5.11*	1.30		
		City	59	5.49	1.20			51	5.23*	1.20		
	Y3	Rural	43	5.04	1.30	.775		33	5.39*	1.11	.234	
		Town	111	5.19	1.33			103	5.45*	1.39		
		City	59	5.08	1.40			56	5.35*	1.25		
I believed hospitality work is very stressful and pressured	Y1	Rural	78	4.03	1.76	.083		71	4.54*	1.59	.554	
		Town	157	4.48	1.68			147	4.73*	1.65		
		City	48	4.46	1.69			45	4.86*	1.42		
	Y2	Rural	76	4.42	1.54	.583		69	4.53*	1.47	.576	
		Town	130	4.52	1.53			113	4.66*	1.53		
		City	59	4.59	1.48			51	4.67*	1.59		
	Y3	Rural	43	4.60	1.52	.210		33	4.93*	1.59	.250	
		Town	111	4.68	1.62			103	4.92*	1.64		
		City	59	5.08	1.51			56	4.50*	1.60		
I am still as keen to work in the industry as when I first chose this training programme	Y1	Rural	78	5.16	1.28	.230		71	4.83*	1.12	.749	
		Town	157	5.19	1.31			147	4.77*	1.26		
		City	48	5.29	1.26			45	4.93*	1.28		
	Y2	Rural	76	4.88	1.49	.187		69	4.85	1.30	.136	
		Town	130	5.00	1.26			113	4.97	1.16		
		City	59	5.28	1.09			51	4.54	1.36		
	Y3	Rural	43	5.09	1.17	.419		33	4.72	1.54	.725	
		Town	111	5.18	1.17			103	4.52	1.39		
		City	59	5.37	1.01			56	5.14	1.10		

Note: 1. Inter - group differences shown are based on Scheffé procedure

2. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** = $p < 0.001$)

3. Mean scores derived from paired sample t-test are not reported

As such, students of all year cohorts irrespective of their area of upbringing consistently reduced their assessment related to the items 'committed to a career in hospitality', 'as keen to work in the industry as when I first chose this training programme', 'will accept almost any job to stay in the hospitality industry' and 'will stay in this industry if it provides me with the best career option'. Similarly, they also reported themselves as being less positive in their expectation of working in hospitality for most of their working life. This is further supported as they also place a greater level of agreement on the item that 'hospitality work is very stressful and pressured', 'the job involves harder work' and 'ready to take another job for more money'. In fact, the shifts are statistically significant for all cohorts at $p < 0.05$. This pattern is perhaps consistent with gender and ethnicity analyses of the same factor items.

However, the greatest level of change in the mean scores and the highest pattern of significant changes appeared among the year-one students compared to those in year-two and year-three. For example, year-one students from the village category reduced their scores for the item 'expect to work in the hospitality industry most of working life' from 4.85 to 4.19 ($p < 0.05$) compared to year-two (4.76 declined to 4.66) and year-three from (4.79 declined to 4.70) of the same location of upbringing. What is evident from this successive decline over time is that the educational programme not only provided students with more realistic knowledge and greater understanding of how the hospitality industry operates, but progressively these factors have less importance among successive cohorts. In addition, these findings support the concept of the maturation process and progressive exposure bring about changes in student perceptions and attitudes toward their future employment and a career in the hospitality industry. On the other hand, this analysis also revealed that student levels

of career intention and commitment are not directly related to their location of upbringing.

What can be said of these patterns that generally location of upbringing is not impacting on the changes that are occurring. The changes are therefore more to do with either general maturation or exposure to industry and educational elements.

8.6 Differences Between Responses Attributable to Secondary Schools Background

In line with what has been argued in the preceding discussions of independent variables, there may also be a relationship between type of secondary school attended and the attitudes, motivation of respondents towards a hospitality career. It was contended that the internal structure of the secondary schools (curriculum), facilities and educational specialization, the ability of the teachers, the social class composition of the school population and general academic climate may have an effect on students' occupational aspirations. For example, vocational secondary schools is more specialised than other secondary schools, focussing on hospitality related study as part of curriculum. To assess this, the analytical approach already used is continued comparing the mean scores of respondents based on four different types of secondary school background, i.e. normal, boarding, vocational and independent schools. However, given the very small number of respondents from independent secondary schools (26 respondents in the first and 23 in the second round), they are not reported in Table 8.17 but included in the full table of analyses in appendix 9.

The corresponding Scheffé *post hoc* procedure revealed that most differences were detected between respondents from vocational and normal secondary schools.

Fourteen statistically significant differences were found in the first round with none of these being repeated in the second round.

Table 8.17: Showing the items in each round of data collection where statistically significant differences between secondary school were identified, the level of that significance and the pattern of difference of the mean scores.

Item	Sec. School	First Round			Second Round		
		Mean	Sig	Scheffé	Mean	Sig	Scheffé
My parents encouraged me to study hospitality	Normal	5.13	.042	Voc	5.35	.972	
	Boarding	5.25		>	5.40		
	Vocational	5.73		Nor	5.37		
My close friends encouraged me to study hospitality	Normal	3.97	.007	Voc	4.91	.843	
	Boarding	4.08		>	4.97		
	Vocational	4.85		Nor	5.04		
I strongly believe I knew enough about the hospitality industry before I chose this course	Normal	4.10	.000	Voc	3.87	.624	
	Boarding	4.18		>	3.72		
	Vocational	4.93		Nor	3.96		
My school teachers and counsellors encouraged me to study hospitality	Normal	3.80	.000	Voc	4.06	.205	
	Boarding	3.99		>	4.02		
	Vocational	4.86		Nor	4.32		
My brothers/ sisters encouraged me to study hospitality	Normal	4.14	.011	Voc	4.75	.929	
	Boarding	4.30		>	4.69		
	Vocational	4.71		Nor	4.81		
My interest in hospitality comes from my upbringing	Normal	4.52	.004	Voc	4.52	.829	
	Boarding	4.72		>	4.47		
	Vocational	5.07		Nor	4.62		
I am committed to a career in hospitality	Normal	5.20	.006	Voc	4.86	.139	
	Boarding	5.41		>	5.00		
	Vocational	5.52		Nor	5.17		
I expect to work in the hospitality industry most of my working life	Normal	4.76	.011	Voc	4.33	.283	
	Boarding	4.83		>	4.32		
	Vocational	5.17		Nor	4.57		
Being in charge of other workers	Normal	4.73	.040	Voc	4.89	.301	
	Boarding	4.94		>	5.05		
	Vocational	5.12		Nor	4.77		

- Note: 1. Inter groups differences are based on Scheffé procedure
2. Any significant differences in each round are indicated by being bolded
3. Normal School (First round n = 576, Second round n = 521), Vocational School (First round n = 105, Second round n = 99), Boarding School (First round n = 107, second round n = 97)

In the first round, vocational school students reported themselves slightly higher level of agreement to parent encouragement to choose a hospitality course (5.73, $p = .042$) than did normal (5.13) and boarding school students (5.25). A similar pattern was given to the roles of friends (4.85, $p = .007$ compared to 3.97 and 4.08 respectively),

brothers and sisters (4.71, $p = .011$ compared 4.14 and 4.30 respectively), teachers and school counsellors (4.86, $p = .000$ compared to 3.80 and 3.99). Furthermore, this group of students also more strongly agreed that their interest in hospitality came from their upbringing (5.07, $p = .004$ compared to 4.52 and 4.72 respectively) as well as clearly identifying themselves as knowing about the industry before choosing the course (4.93, $p = .000$) more than respondents from normal (4.10) and boarding school (4.18). It is important to recognise that the mean scores given by normal and boarding school student except for parent encouragement, in absolute terms somewhat ambivalent or actual fact they are slightly negative in their views related to these items.

There is a clear pattern showing the students from vocational school having markedly different responses. This type of school is more specialised than the other secondary schools focussing on hospitality related study as part of their curriculum. Parents who send their children to vocational schools may have already inspired them to pursue a specialised programme rather than a conventional type course or at least accept that their children will be exposed to these vocational influences. Therefore, it is not surprising to see that parent and other key people played an important part in their decision making process of pursuing an academic career by hospitality programme. It could also be argued that a few of the respondents from vocational secondary schools may have parents directly involved with the industry or related hospitality businesses.

In relation to industry employment, vocational secondary school students again reported themselves as more positive related to intention to work in the industry most of their working life. Their mean score was at 5.17, $p = .011$ compared to 4.76 for normal and 4.83 for student from boarding school background. They also somewhat more committed to a career in the hospitality industry (5.52, $p = .006$) compared to

5.20 and 5.41, respectively) and had greater expectations of wanting to be in charge of others in their future work (5.12, $p = 0.40$ compared to 4.73 and 4.94 respectively). These results suggest that vocational school students are optimistic about the hospitality industry as their future employer and place of employment. Whether this is because their parents chose vocational schools for them in order that they learn more specialised skills related to hospitality and tourism industry rather than those in the normal and boarding secondary schools or is simply a consequence of this choice is not evident.

However, by the second round, all these distinctions as indicated by statistically significant differences have eroded. The decline or increasing of the mean scores of these various items lead to similar values and reduced reported differences in perceptions between these three student groups. Again, these changed patterns possibly reflect increasing knowledge, familiarity with, or understanding of what the industry is really like, particularly among those students from normal and boarding school backgrounds. If this argument is valid there should be a few differences between year-two and year-three sub-groups with the differences identified above being largely confined to year-one. This should be the case simply because the year-two and year-three groups of students have developed more realistic perceptions as compared to new entry students. Therefore, the next section of analyses investigates in greater detail the underlying pattern of these causations.

8.6.1 Analysis of Results for "Career Influences Factor" items based on Secondary School Between Respondents in Different Levels of Study Programmes

Table 8.18 identify statistically significant differences respondent sub-groups based on "career influences factor" items.

Table 8.18: Showing the mean scores and standard deviation for "Career Influences Factor" items of each round of data collection for respondents based on secondary school identifying significant differences by level of study programme and changes between round

Items	Yr	Sec Sch	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
• My brothers/sisters encouraged me to study hospitality	Y1	Nml	193	4.18	1.90	.008	Voc > Nml	179	4.71	1.41	.068	
		Brd	33	4.39	1.80			31	5.29	1.10		
		Voc	46	5.21	1.59			43	5.30	1.27		
	Y2	Nml	178	4.30	1.67	.728		153	4.80	1.47	.623	
		Brd	51	4.27	1.73			48	4.64	1.49		
		Voc	33	4.63	1.72			30	4.63	1.61		
	Y3	Nml	160	4.11	1.83	.493		145	4.91	1.21	.053	
		Brd	17	4.41	1.54			16	4.75	1.77		
		Voc	24	4.00	1.61			20	5.30	1.49		
My school teachers and counsellors encouraged me to study hospitality	Y1	Nml	193	3.63	1.77	.000	Voc > Nml	179	3.74	1.73	.053	
		Brd	33	3.70	1.94			31	4.19	1.60		
		Voc	46	5.45	1.36			43	4.55	1.68		
	Y2	Nml	178	3.90	1.61	.425		153	4.16	1.57	.591	
		Brd	51	4.21	1.67			48	4.81	1.65		
		Voc	33	4.33	1.77			30	4.20	1.64		
	Y3	Nml	160	3.96	1.87	.332		145	4.10	1.61	.430	
		Brd	17	4.11	1.69			16	4.31	1.77		
		Voc	24	4.58	1.69			20	4.30	1.62		
• My close friends encouraged me to study hospitality	Y1	Nml	193	3.61	1.94	.000	Voc > Nml	179	4.91	1.30	.255	
		Brd	33	3.66	2.08			31	5.25	1.06		
		Voc	46	5.13	1.60			43	5.20	1.49		
	Y2	Nml	178	4.14	1.75	.875		153	5.07	1.29	.665	
		Brd	51	4.33	1.84			48	4.81	1.45		
		Voc	33	4.21	2.10			30	4.86	1.65		
	Y3	Nml	160	3.96	1.71			145	4.94	1.31	.517	
		Brd	17	4.23	1.52			16	4.87	1.31		
		Voc	24	4.00	1.69			20	5.10	1.29		
• My parents encouraged me to study hospitality	Y1	Nml	193	5.03	1.65	.004	Voc > Nml	179	5.26	1.35	.953	
		Brd	33	5.24	1.56			31	5.12	1.64		
		Voc	46	5.91	1.02			43	5.23	1.54		
	Y2	Nml	178	5.23	1.44	.086		153	5.37	1.28	.569	
		Brd	51	5.27	1.09			48	5.54	1.25		
		Voc	33	5.84	.97			30	5.66	1.09		
	Y3	Nml	160	5.21	1.42	.162		145	5.50	1.28	.870	
		Brd	17	5.35	1.72			16	5.56	1.54		
		Voc	24	5.50	1.61			20	5.30	1.78		

Note: 1. Inter-group differences shown are based on Scheffé procedure.

2. Any statistically significant differences in each round are indicated by being bolded

3. • Items changed in wording in the second round

Inspection of table indicates that, despite a few inter- group differences in the first round, they are virtually identical with those appearing in the overall responses analysis. Scheffé *post hoc* procedure also confirmed that the differences were held by year-one rather than year-two or year-three students and between vocational and normal secondary school students. This result, besides supporting the previous argument (Section 8.6), also demonstrates that parents who send their children to vocational secondary schools are likely to have higher expectations of their children than parents with children in the normal and boarding secondary schools. In other words, perhaps greater level of involvement in advice suggests care or concern but not necessarily "expectations". This is more noticeable as year-one student from vocational secondary schools placed a higher rating to encouragement of parents, immediate family like brother, friends and teachers as compared to their classmates and those in higher level programme which more or less stabilised in their views.

8.6.2 Analysis of Results for "Educational Factor" items Based on Secondary School Background Between Respondents in Different Levels of Study Programmes

Four inter-group differences were found (Table 8.19) between respondents in terms of what they expect from the programme they enrolled in. Similar to section (8.6.1), again the differences predominantly appeared among the year-one sub-groups and mostly between students from vocational secondary schools and normal schools. Furthermore, these differences only occurred in the first round. From these results, it could be contended that students from vocational secondary schools are coming to the tertiary programme with a clearer idea and better knowledge about the industry compared the other two secondary schools. As stated earlier in section 8.6, this could

be associated with the curriculum, educational specialization and general academic climate of the secondary schools themselves.

Table 8.19: Showing the mean scores and standard deviation for "Educational Factor" items of for each round of data collection for respondents based on secondary schools, identifying significant differences by level of study programme and between rounds

Items	Yr	Sec Sch	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
Hospitality courses provide a more nurturing and caring environment than other courses	Y1	Nml	193	5.02	1.29	.039	Voc > Brd	179	4.59**	1.36	.858	
		Brd	33	4.84	1.46			31	4.67	1.42		
		Voc	46	5.50	1.29			43	4.79	1.33		
	Y2	Nml	178	5.17	1.19	.778		153	4.90	1.20	.762	
		Brd	51	5.03	1.34			48	4.89	1.22		
		Voc	33	5.21	1.29			30	5.10	1.21		
	Y3	Nml	160	5.28	1.29	.273		145	4.78	1.42	.603	
		Brd	17	5.41	.79			16	5.25	1.23		
		Voc	24	4.91	1.34			20	4.70	1.68		
I chose this industry because of the opportunities to travel overseas	Y1	Nml	193	4.57	1.83	.003	Voc > Nml	179	4.52	1.51	.137	
		Brd	33	4.48	1.55			31	4.46	1.43		
		Voc	46	5.45	1.53			43	4.86	1.53		
	Y2	Nml	178	4.56	1.62	.339		153	4.54	1.50	.752	
		Brd	51	4.84	1.67			48	4.57	1.55		
		Voc	33	5.03	1.57			30	4.53	1.30		
	Y3	Nml	160	5.08	1.58	.063		145	4.59**	1.42	.434	
		Brd	17	5.58	1.22			16	4.93	1.52		
		Voc	24	4.41	1.63			20	4.60	1.53		
I expect this course will only qualify me to do a specialised job in the hospitality industry	Y1	Nml	193	4.51	1.36	.000	Voc > Nml	179	4.47	1.25	.845	
		Brd	33	4.57	1.52			31	4.46	1.49		
		Voc	46	5.19	1.25			43	4.73	1.41		
	Y2	Nml	178	4.55	1.37	.059		153	4.49	1.39	.067	
		Brd	51	4.86	1.34			48	4.29*	1.50		
		Voc	33	4.63	1.24			30	4.83	1.33		
	Y3	Nml	160	4.53	1.65	.382		145	4.53	1.40	.533	
		Brd	17	4.47	1.80			16	4.68	1.53		
		Voc	24	4.45	1.55			20	4.50	1.78		
I strongly believe whatever I learn in this course will be useful in my future career	Y1	Nml	193	5.92	1.09	.041	Voc > Nml	179	5.73**	1.07	.246	
		Brd	33	5.87	1.46			31	5.77	1.42		
		Voc	46	6.30	.98			43	5.98**	.88		
	Y2	Nml	178	6.00	1.14	.409		153	5.83	1.16	.851	
		Brd	51	5.68	1.42			48	5.68	1.20		
		Voc	33	5.91	1.46			30	5.80	1.18		
	Y3	Nml	160	6.06	1.24	.432		145	5.84	1.08	.781	
		Brd	17	6.02	.82			16	5.87	.86		
		Voc	24	6.00	.88			20	5.97	1.05		

- Note:** 1. Inter-group differences are based on Scheffé procedure
2. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisk (* = p < 0.05, ** = p < 0.01 and *** p = 0.001)
3. Mean scores derived from paired sample t-test are not reported

Again, both maturation and experiential factors among all students but especially those from normal and boarding schools have eroded the differences between the sub-groups and lead to relatively common perceptions as is the case among year-two and year-three student cohorts.

When comparing the mean scores between data collection rounds, similarly few statistically significant changes were identified. However, there is no sufficiently cohesive pattern of changes appearing on any respondents' cohorts of the three secondary schools to claim that they altered their views towards the hospitality programme differently from each other. A general observation shows that despite being positive, the mean scores for all items consistently declined for all year cohorts. Therefore, it could be concluded that individual students in different levels of the programme irrespective of their secondary school attended have similar perceptions and views about the hospitality programme particularly when they are more mature in the programmes.

8.6.3 Analysis of Results for "Value of Work Factor" items Based on Secondary School Between Respondents in Different Levels of Study Programmes

Similar to the previous sub-section analyses, statistically significant difference only occurred among the year-one of student cohorts. Inspection of the Table 8.20 shows that these respondents in year-one from normal and boarding schools in particular display a varying pattern of views related to certain aspects about the value of work compared to students from vocational schools. For instance, student from boarding school background place greater importance on developing and using skills and abilities at work (5.93, $p = .025$) than vocational school students (5.53), making something original (5.90 compared to 5.60, $p = .008$). They also attached a greater

importance of earning large amount of money (5.44, $p = .026$) than student from normal school (5.09). Conversely, those from normal schools attached greater importance to the items ' people think that my work is important ' (5.15, $p = .000$) as apposed to 4.66 rated by vocational school students and ' working in pleasant surrounding ' (5.63 compared 5.45, $p = .035$). Together these points suggest that students from boarding and normal secondary schools possibly did not have strongly developed ideas about the value of work. They therefore see things in a different way from vocational school students when they first enter the tertiary educational programme.

In contrast, students with vocational school backgrounds have more clear perceptions and identify themselves similarly to the older and more experienced year-two and year three students when relating to these items. Again, these differences only happened in the first round and the respondents from different secondary school experiences progressively share a common view over time. The absence of statistically significant differences in the second round supports this contention.

Comparing the mean score between rounds, it is notable that all year cohorts have consistently increased their expectations over time despite the shifts are not being statistically significant. The clearest identification of this pattern can be found in item related to developing necessary skills and abilities, expecting to earn large amount money, to work in pleasant surroundings and making something original in their future work. These perhaps reflect that a similar idea would be expected by all students from their study programme and future career and employment.

Table 8.20: Showing the mean scores and standard deviation for "Value of Work Factor" items of each round of data collection for respondents based on secondary schools, identifying significant differences by level of study programme and between rounds

Items	Yr	Sec Sch	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
Developing and using my skills and abilities at work	Y1	Nml	193	5.85	.99	.025	Brd > Voc	179	5.95	.92	.373	
		Brd	33	5.93	.93			31	6.04	.85		
		Voc	46	5.53	1.18			43	5.59*	1.11		
	Y2	Nml	178	5.76	.92	.788		153	6.05	.95	.804	
		Brd	51	5.70	.95			48	6.01*	.79		
		Voc	33	5.90	.80			30	6.08	.92		
	Y3	Nml	160	5.91	1.10	.061		145	6.03	.95	.261	
		Brd	17	5.96	1.12			16	6.00	.89		
		Voc	24	5.70	.75			20	5.75*	1.02		
Making or doing something original through my work	Y1	Nml	193	5.59	1.20	.008	Brd > Voc	179	5.73	1.04	.913	
		Brd	33	5.90	0.92			31	5.45	1.10		
		Voc	46	5.60	1.25			43	5.65	1.08		
	Y2	Nml	178	5.57	1.02	.493		153	5.76	.93	.898	
		Brd	51	5.56	.94			48	5.78	.94		
		Voc	33	5.43	.82			30	5.89	.89		
	Y3	Nml	160	5.48	1.17	.620		145	5.80	1.13	.144	
		Brd	17	5.56	.74			16	5.94	1.03		
		Voc	24	5.55	.65			20	5.58*	.94		
Earning large amounts of money as the reward for my work	Y1	Nml	193	5.09	1.32	.026	Brd > Nml	179	5.28*	1.31	.703	
		Brd	33	5.44	1.32			31	5.45	1.12		
		Voc	46	5.24	1.31			43	5.27	1.29		
	Y2	Nml	178	5.26	1.31	.588		153	5.47	1.29	.233	
		Brd	51	5.47	1.33			48	5.50	1.27		
		Voc	33	5.09	1.23			30	5.63	.88		
	Y3	Nml	160	5.41	1.20	.136		145	5.50	1.18	.227	
		Brd	17	5.17	1.50			16	5.62	1.74		
		Voc	24	5.04	1.26			20	5.06*	1.57		
People thinking that my work is important	Y1	Nml	193	5.15	1.24	.000	Nml > Voc	179	5.30*	1.16	.419	
		Brd	33	4.95	1.26			31	5.06	1.59		
		Voc	46	4.66	1.38			43	5.06	1.65		
	Y2	Nml	178	4.97	1.31	.108		153	5.27	1.22	.691	
		Brd	51	5.41	1.09			48	5.47	1.11		
		Voc	33	5.20	1.28			30	5.30*	1.24		
	Y3	Nml	160	5.23	1.23	.165		145	5.24	1.21	.122	
		Brd	17	5.05	1.47			16	5.93	1.06		
		Voc	24	5.00	1.02			20	5.05*	1.13		
Working in pleasant surroundings	Y1	Nml	193	5.63	1.14	.035	Nml > Voc	179	5.75	1.11	.281	
		Brd	33	5.55	1.21			31	5.70	1.10		
		Voc	46	5.45	1.24			43	5.58	1.54		
	Y2	Nml	178	5.57	1.26	.340		153	5.62	1.03	.413	
		Brd	51	5.70	1.33			48	5.66	1.17		
		Voc	33	5.84	1.22			30	5.96	.96		
	Y3	Nml	160	6.00	.93	.241		145	5.84	1.03	.447	
		Brd	17	5.90	1.29			16	5.85	1.00		
		Voc	24	5.39	1.08			20	5.35*	1.11		

- Note: 1. Inter - group differences shown are based on Scheffé procedure
2. Statistically Significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** $p = 0.001$)
3. Mean scores derived from paired sample t-test are not reported

Apart from this, the most remarkable pattern of shift worth mentioning is the persistent rating given by year-three students from vocational secondary schools. Their mean scores are very similar between the first and second round. Although, there is not very much numerical difference the shift is statistically significant and appears to be consistent for most of the items. For example, in items relating to the importance of developing skills and abilities and earning large amount of money showed a fair increase of the scores mean from 5.70 to 5.75, $p < 0.05$ and from 5.04 to 5.06, $p < 0.05$. This result supports the idea that students from vocational schools are possibly more realistic in their perceptions and views as compared to those from normal and boarding schools and those in year-one and year-two.

However, as the directions of changes consistently happen to all cohorts, there is arguably more support for the previous notion that progression and experience during the educational programmes leads to the creation and development of common views, perceptions and expectations among the students.

8.6.4 Analysis of Results for "Career Intention and Commitment Factor" items Based on Secondary School background Between Respondents in Different Levels of Study Programmes

The corresponding Scheffé *post hoc* procedures shows that (Table 8.21) the differences were mostly detected between students from the vocational schools and normal schools. This group was found to have rated higher mean scores for most of the items. However, these differences, again only occurred among the year-one sub-groups. As such, more year-one students from vocational schools reported themselves as being keen to work in the industry (5.60, $p = .006$) than did the normal (4.78) and boarding school students (5.00). They also were more in agreement that hospitality

would provide an exciting and challenging environment (5.93, $p = .025$ compared to 5.70 and 5.78 respectively) and believed that hospitality provides more employment opportunities than other industries (5.41, $p = .022$ compared to 5.11 and 5.21 respectively). Their agreement on these items is maintained right through to the second round ($p = .016$). These differences support the idea that students from vocational secondary schools are better informed about the industry as a result of early career guidance being applied in their education process compared to those from conventional normal and boarding secondary schools. In other words, they are more definite about what they expect from their study and future career.

Table 8.21: Showing the mean scores and standard deviation for "Career Intention and Commitment factor" items of the survey for each round of data collection for respondents based on secondary schools background, identifying significant differences by level of study programme and between rounds

Items	Yr	Sec Sch	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
I expect to work in the hospitality industry most of my working life	Y1	Nml	193	4.67	1.48	.083		179	4.12**	1.45	.083	
		Brd	33	4.78	1.38			31	4.25**	1.69		
		Voc	46	5.26	1.18			43	4.51**	1.31		
	Y2	Nml	178	4.72	1.33	.081		153	4.49	1.56	.856	
		Brd	51	4.80	1.45			48	4.54	1.58		
		Voc	33	5.36	1.08			30	4.86	1.35		
	Y3	Nml	160	4.98	1.33	.140		145	4.55**	1.54	.249	
		Brd	17	5.35	1.22			16	4.93**	1.34		
		Voc	24	4.79	.97			20	4.68	1.59		
I am committed to a career in hospitality	Y1	Nml	193	5.15	1.32	.011	Voc > Nml	179	4.76*	1.35	.644	
		Brd	33	5.27	1.32			31	4.93*	1.38		
		Voc	46	5.36	1.21			43	5.06*	1.35		
	Y2	Nml	178	5.08	1.23	.867		153	4.94	1.25	.317	
		Brd	51	5.29	1.15			48	5.06	1.21		
		Voc	33	5.81	.88			30	5.50	1.00		
	Y3	Nml	160	5.46	1.18	.433		145	5.00*	1.31	.366	
		Brd	17	5.31	1.27			16	5.05	1.20		
		Voc	24	5.61	1.11			20	5.35	1.29		
I am still as keen to work in the industry as when I first chose this training programme	Y1	Nml	193	4.78	1.31	.006	Voc > Nml	179	4.76	1.24	.006	Voc > Nml
		Brd	33	5.00	1.29			31	4.86	1.22		
		Voc	46	5.60	1.12			43	4.95	1.25		
	Y2	Nml	178	4.94	1.25	.053		153	4.91	1.25	.164	
		Brd	51	5.09	1.30			48	4.97	1.26		
		Voc	33	5.23	1.36			30	5.03	1.31		
	Y3	Nml	160	5.25	1.10	.170		145	4.82	1.31	.442	
		Brd	17	5.47	1.28			16	4.92	1.22		
		Voc	24	5.79	1.47			20	5.60	1.23		

cont/...

Items	Yr	Sec Sch	First Round					Second Round				
			n	Mean	Std Dev	Sig	Sch	n	Mean	Std Dev	Sig	Sch
I will accept almost any job to stay in the hospitality industry	Y1	Nml	193	4.47	1.57	.008	Voc	179	4.31*	1.39	.854	
		Brd	33	4.84	1.62		>	31	4.48*	1.43		
		Voc	46	5.30	1.13		Nml	43	4.53*	1.57		
	Y2	Nml	178	4.55	1.30	.072		153	4.33	1.43	.631	
		Brd	51	5.05	1.40			48	4.54	1.28		
		Voc	33	5.06	1.27			30	4.76	1.62		
	Y3	Nml	160	4.68	1.56	.458		145	4.44*	1.36	.439	
		Brd	17	4.47	1.32			16	4.25	1.52		
		Voc	24	4.37	1.13			20	4.05	1.57		
The hospitality industry is an exciting and challenging environment to work in	Y1	Nml	193	5.70	1.18	.025	Voc	179	5.00	1.34	.012	Voc
		Brd	33	5.78	1.11		>	31	5.22	1.38		>
		Voc	46	5.93	.95		Nml	43	5.69	.93		Nml
	Y2	Nml	178	5.66	1.18	.340		153	5.53	.97	.413	
		Brd	51	5.75	1.22			48	5.72	.91		
		Voc	33	5.96	1.07			30	5.50	1.02		
	Y3	Nml	160	5.81	1.05	.375		145	5.25	1.39	.441	
		Brd	17	5.86	1.16			16	5.81	1.10		
		Voc	24	6.01	1.17			20	5.85	1.28		
I will readily to take a job in another industry if it offers slightly more money	Y1	Nml	193	4.70	1.48	.541		179	5.23	1.31	.005	Voc
		Brd	33	4.78	1.53			31	5.12	1.24		>
		Voc	46	4.88	1.14			43	5.32*	1.54		Nml
	Y2	Nml	178	4.74	1.50	.187		153	5.31*	1.30	.506	
		Brd	51	4.96	1.45			48	4.97	1.57		
		Voc	33	5.33	1.19			30	5.23	1.16		
	Y3	Nml	160	4.76	1.40	.867		145	4.64	1.23	.818	
		Brd	17	4.70	1.40			16	4.62	1.40		
		Voc	24	4.79	1.50			20	4.55	1.31		
I believed the hospitality provides more employment opportunities than other industries	Y1	Nml	193	5.11	1.44	.022	Voc	179	4.76	1.50	.016	Voc
		Brd	33	5.21	1.43		>	31	4.96	1.54		>
		Voc	46	5.41	1.42		Nml	43	5.06	1.24		Nml
	Y2	Nml	178	5.25	1.24	.413		153	5.22	1.20	.393	
		Brd	51	5.49	1.15			48	5.00*	1.28		
		Voc	33	5.72	1.25			30	5.46	.93		
	Y3	Nml	160	5.51	1.21	.376		145	5.16*	1.43	.700	
		Brd	17	5.37	1.20			16	5.06*	1.43		
		Voc	24	5.94	.82			20	5.75	1.10		
I believed hospitality work is very stressful and pressured	Y1	Nml	193	4.31	1.71	.602		179	4.68	1.60	.002	Voc
		Brd	33	4.33	1.65			31	4.76	1.53		>
		Voc	46	4.96	1.57			43	5.19*	1.40		Nml
	Y2	Nml	178	4.47	1.52	.836		153	4.61*	1.53	.422	
		Brd	51	4.58	1.52			48	4.56	1.53		
		Voc	33	4.72	1.56			30	4.35	1.72		
	Y3	Nml	160	4.78	1.59	.566		145	4.27**	1.60	.255	
		Brd	17	5.00	1.50			16	4.56	1.67		
		Voc	24	4.41	1.69			20	4.35	1.84		

- Note: 1. Inter - group differences shown are based on Scheffé procedure
2. Statistically significant differences between rounds are based on paired t- test and the ANOVA mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** $p = 0.001$)
3. Mean scores derived from paired sample t-test are not reported

However, with the passing of time bringing more self knowledge, improving their awareness and increasing their depth of understanding about the industry, their view has altered more than other groups. This contention is evident when this group strongly believed that hospitality work is very stressful and pressured (5.19, $p = .002$ compared to those from normal (4.68) and boarding schools (4.76) and were ready to take a job in another industry for slightly more money (5.32, $p = .005$ compared to 5.23 and 5.12) in the second round. In fact, the mean shifts for these items between rounds are also statistically significant.

The shift of mean score can also be found in other items where all year sub-groups consistently decline in their ratings in the second round. However, the greatest level of change appeared among the year-one students from all secondary schools compared to year-two and year three. This can be seen for items 'expect to work in the hospitality industry most of working life' ($p < 0.01$), 'committed to a career in hospitality' ($p < 0.05$) and 'accept almost any job to stay in the hospitality industry' ($p < 0.05$).

These results again strongly support the concept of the progressive revelation or discovery leading to a common view among the respondents, as previously discussed. Therefore, it is concluded that despite some distinct differences at the start of tertiary programmes, the type of secondary schooling has no sustained impact on the perceptions or expectations of hospitality students. In fact, over the period of time all respondents irrespective of their secondary background record a plummeting of their career intent and commitment toward the industry as a long term career and employment.

8.7 Differences Between Responses Attributable to Prior Work Experience in the Industry

The Independent sample t-test was utilised to identify the differences between respondents relating to previous work experience in the hospitality industry. Table 8.22 reports those items from each round of analysis where statistically significant differences were identified. The full analyses result for these items is shown in appendix 10.

As the intent of the question was to identify the proportion of student who had industry experience before entering the programme, the second year and third students are excluded in this analysis. This is because they may have responded to the question on the basis of their experience gained through one semester (year-three) of supervised work experience undertaken and other prior experience since they started their programme or before the first round of data collection. Knowledge gained by this group through this experience could lead to a positive response to most of the items. With these reasons, there is more logical conservative one of avoiding the possibility that respondents might be reporting work experience since starting their studies adopted.

Among the first round responses, there were a number of distinctions between respondents who had prior work experience and those without prior work experience. Respondents with prior experience clearly reported themselves somewhat satisfied with the career choice they had made an offer of a place (5.48, $p = .020$) than those without prior experience (5.18) and reported that their interest came from their upbringing (4.95 compared to 4.43, $p = .000$). With this level of agreement, it is not

surprising that they reported themselves somewhat happier to tell others that they were training to work in the industry (5.75 compared to 5.29, $p = .000$), somewhat keen to work in the industry (5.21 compared to 4.99, $p = .040$), committed to a career in the hospitality industry (5.23 compared to 5.18, $p = .007$), will accept almost any job to stay in the industry (5.08 compared to 4.51, $p = .004$), industry provides greater promotional opportunity than other industries (5.35 compared to 5.14, $p = .026$), strongly identified hospitality as the industry that they are likely to work in for the rest of their lives (5.14 compared to 4.63, $p = .008$).

Table 8.22 : Showing the items in each round of data collection for year-one where statistically significant differences between those with prior experience and without and the pattern of difference of the mean scores.

Items	Prior exp	First Round	Sig	Second Round	Sig
I am very satisfied with my choice of career in hospitality	Yes	5.48	.020	5.35	
	No	5.18		5.10	
My interest in hospitality comes from my upbringing	Yes	4.95	.000	4.52	
	No	4.43		4.54	
I am happy to tell others that I am training to work in hospitality	Yes	5.75	.000	5.38	
	No	5.29		5.23	
I am committed to a career in hospitality	Yes	5.23	.007	5.13	
	No	5.18		5.01	
I expect to work in the hospitality industry most of my working life	Yes	5.14	.008	4.54	
	No	4.63		4.61	
I will accept almost any job to stay in the hospitality industry	Yes	5.08	.004	4.47	
	No	4.51		4.33	
I am still as keen to work in the industry as when I first chose this training programme	Yes	5.21	.040	5.00	
	No	4.99		4.74	
I think hospitality provides greater promotional opportunity than other industries	Yes	5.35	.026	5.03	
	No	5.14		4.87	
Working with people who are friendly and understanding	Yes	6.34	.011	5.89	
	No	5.77		5.86	
Developing and using skill and abilities at work	Yes	6.08	.024	5.89	
	No	5.78		5.83	
Earning large amounts of money as the reward for my work	Yes	5.42	.049	5.51	
	No	5.07		5.43	
Being in charge of other workers	Yes	5.04	.008	5.11	
	No	4.64		4.92	
Being free from having to work in my spare time	Yes	5.02	.002	5.06	
	No	4.44		4.69	
Working in pleasant surroundings	Yes	5.65	.012	5.66	
	No	5.44		5.54	

Note: 1. Statistically significant differences between groups are in "sig. 2 - tail " are based on independent sample t- test
2. Any significant differences in each round are indicated by being bolded
3. Yes = With prior experience (First round $n = 78$, Second round $n = 73$), No = without prior work experience (First round $n = 205$, Second round $n = 190$)

In relation to the importance of work in general, this group again placed greater importance on developing their skills and abilities (6.08 compared to 5.78, $p = 0.24$), working with friendly and understanding co-workers (6.34 compared to 5.77, $p = .011$) and expect to work in pleasant surrounding (5.65 compared to 5.44, $p = .012$). In fact, they also attached a greater important of earning large amounts of money (5.42 compared to 5.07, $p = .049$), wanting to be in charge of others (5.04 compared to 4.64, $p = .008$) and to be free from having to work in their spare time (5.02 compared to 4.44, $p = .002$).

Together these points suggest that respondents with prior experience had made an important decision to choose a hospitality programme at the commencement of their studies or that something else was influencing their decision. This may also indicate that they had a clearer view about hospitality programmes and the industry through greater exposure prior to embarking on the programme and are therefore less likely to quit the career they have chosen.

Nevertheless, as those without prior industry experience progressed through their programme they may have gained greater understanding and insight into the industry and therefore, increasingly developed similar levels of equivalent knowledge as those with previous industry experience. It is not surprising that any reported differences in the first round between these two groups and the value while generally different become much closer together and the advantage of industry experience disappeared. The next section discusses the extent of changes in the mean scores between data collection rounds.

8.7.1 Analysis of Results for "Career Influences Factor" items based on Previous Work Experience between Respondents in Year-one of Study Programmes

Inspection of Table 8.23 indicates that there are no statistically significant differences between those who do have, and those who do not have previous work experience on any items relating to this section. Both groups were somewhat consistently positive in their views relating to the importance of parents and other individuals in supporting their decision to study hospitality. This result is similar to the preceding independent variables. Therefore, the results are not reported.

8.7.2 Analysis of Results for "Educational Factor" items based on Previous Work Experience between Respondents in Year-one of Study Programmes

Again, no statistically significant differences were found between these groups relating to educational aspects (Table 8.23).

Table 8.23: Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection for year-one, identifying significant differences by prior work experience and between rounds

Items	Yr	First Round					Second Round			
		Prior work	n	Mean	Std Dev	Sig 2 tail	n	Mean	Std Dev	Sig 2-tail
Hospitality courses provide a more nurturing and caring environment than other courses	Y1	Yes	78	5.16	1.41	.391	73	4.68*	1.34	.714
		No	205	5.01	1.29		190	4.61*	1.37	
I will use this hospitality course as a stepping stone to enter into an advance management programme	Y1	Yes	78	5.43	1.22	.480	73	5.28*	1.49	.509
		No	205	5.30	1.41		190	5.15*	1.47	
I was very satisfied with the offer of a place on this hospitality course	Y1	Yes	78	5.58	1.22	.058	73	5.10*	1.51	.287
		No	205	5.31	1.40		190	4.90*	1.39	
I strongly believe that whatever I learn in this course will be useful in my future	Y1	Yes	78	6.03	1.22	.953	73	5.87*	1.06	.109
		No	205	6.02	1.13		190	5.62*	1.15	

- Note:** 1. Statistically significant differences between rounds are based on paired t- test and the independent sample t-test mean scores are bolded with asterisks (* = p < 0.05, ** = p < 0.01 and *** p = 0.001)
2. Mean scores derived from paired sample t-test are reported

It is however interesting to note that there are a number of significant shifts over time. Nevertheless, they are almost invariably happening to both groups at the same time and in the same direction. Therefore, there is no convincing evidence that the attitudes of those with prior work experience are different from those without prior experience as to how they perceived and what they expect from the hospitality programme.

8.7.3 Analysis of Results for "Value of Work Factor " items Based on Previous Work Experience Between Respondents in Year-one of Study Programmes

In this analysis, the differences are expected to occur based on the existence of better knowledge of the industry among those with prior experience. Five statistically significant differences were found in the first round. Table 8.24 shows that those respondents with prior work experience attached greater importance to all items, with their mean scores higher than those without. To mention a few, this group gave a greater rating to the importance of developing and using their skills at work (6.08 compared to 5.78, $p = .024$), earning a large amount of money (5.42 compared to 5.07, $p = .049$) and wanting to be in charge of other workers (5.04 compared to 4.64, $p = .008$). These differences strongly supports the idea that this group is entering the programme with clearer and stronger views about what is important for them about work in general than those without prior experience in the industry.

However, the differences were eroded by the end of their first year of study and no significance is attached to it. This perhaps is because of a better understanding and familiarity with the work aspect over time of those without prior experience. This contention is further supported by the changes of mean scores over time which greatly reduced the difference between these groups. The scores given by those without prior

experience have increased ($p < 0.05$), while they consistently decline for students with prior experience, except for earning large amounts of money, wanting to be in charge of other workers and working in pleasant surroundings. This can be seen in items relating to 'working with people who are friendly and understanding' and 'developing using skills and abilities'. This result perhaps is because of the better understanding and familiarity with the work aspects over time compared to those respondents without prior experience.

Table 8.24: Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection for year-one, identifying significant differences by prior work experience and between rounds

Items	Yr	First Round					Second Round			
		Prior Exp.	n	Mean	Std Dev.	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
Working with people who are friendly and understanding	Y1	Yes	78	6.34	.94	.011	73	5.89	1.18	.039
		No	205	5.77	1.17		190	5.86*	1.24	
Developing and using my skills and abilities at work	Y1	Yes	78	6.08	.99	.024	73	5.89	.87	.055
		No	205	5.78	1.13		190	5.83*	.96	
Earning large amounts of money as the reward for my work	Y1	Yes	78	5.42	1.29	.049	73	5.51	1.26	.463
		No	205	5.07	1.34		190	5.43*	1.29	
Being in charge of other workers	Y1	Yes	78	5.04	1.24	.008	73	5.11	1.30	.455
		No	205	4.64	1.31		190	4.92*	1.09	
Being free from having to work in my spare time	Y1	Yes	78	5.02	1.28	.002	73	5.06	1.28	.054
		No	205	4.44	1.42		190	4.69	1.29	
Working in pleasant surroundings	Y1	Yes	78	5.65	1.14	.012	73	5.66	1.20	.061
		No	205	5.44	1.35		190	5.54	1.19	

- Note:** 1. Statistically significant differences between groups are shown in "sig. 2 tail" are based on independent sample t- test
2. Statistically significant differences between rounds are based on paired t- test and the independent sample t-test mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** $p = 0.001$)
3. Mean scores derived from paired sample t-test are not reported

8.7.4 Analysis of Results for "Career Intention and Commitment factor" items Based on Previous Work Experience Between Respondents in Year -One of Study Programmes

Table 8.25 reports the result of comparing the way those with previous work experience and those without, view the industry as a place of employment and as career. The statistically significant differences in the first round has suggests that

those with previous work experience are more positive about the industry as a potential career option and this fits with the argument presented earlier. Again, these differences only happened in the first round of data collection.

Table 8.25: Showing the mean scores and standard deviation for " Career Intention and Commitment Factor" items of the survey for each round of data collection for year-one, identifying significant differences by prior work experience and between rounds

Items	Yr	First Round					Second Round			
		Prior work	n	Mean	Std Dev.	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
I expect to work in the hospitality industry most of my working life	Y1	Yes	78	5.14	1.36	.008	73	4.54	1.35	.014
		No	205	4.63	1.45		190	4.61***	1.46	
I am committed to a career in hospitality	Y1	Yes	78	5.23	1.15	.007	73	5.13	1.12	.018
		No	205	5.18	1.34		190	5.01***	1.26	
I am very satisfied with my a choice of career in hospitality	Y1	Yes	78	5.48	1.43	.020	73	5.35	1.04	.001
		No	205	5.18	1.35		190	5.10**	1.25	
I am still as keen to work in the industry as when I first chose this training programme	Y1	Yes	78	5.21	1.32	.040	73	5.00	1.21	.013
		No	205	4.99	1.26		190	4.74*	1.22	
I will accept almost any job to stay in the hospitality industry	Y1	Yes	78	5.08	1.32	.004	73	4.47**	1.46	.452
		No	205	4.51	1.57		190	4.33*	1.41	
I believed the hospitality provides greater promotional opportunity than other industries	Y1	Yes	78	5.24	1.49	.014	73	4.90	1.32	.523
		No	205	5.09	1.37		190	4.77*	1.45	

- Note:** 1. Statistically significant differences between groups are shown in " sig. 2 tail" are based on independent sample t- test
2. Statistically significant differences between rounds are based on paired t- test and the independent sample t-test mean scores are bolded with asterisks (* = p < 0.05, ** = p < 0.01 and *** p = 0.001)
3. Mean scores derived from paired sample t-test are not reported

It was also determined that both groups altered their views over time. These shifts suggest a progressively reduced intention and commitment towards the industry although not strongly as indicating intention to turn away from their choice of career. Both groups almost universally consistently reduced their mean rating.

While there are significant changes within each group between rounds, these do not appear to support the concept that there are differences determined by individual students' previous employment experience. What can be said is that what differences exist initially are eroded over time and all students come to a more common point of view. The changes are therefore more associated with the development of the students themselves. Even those who had experience in the industry would not necessarily have realised the implications of that awareness and developed a better understanding about industry work and employment than those without prior experience. Therefore, it can be said that any effect of previous experience is overtaken by the maturation process of students discovering more about working life in the industry. While positive experience in the industry prior to study may encourage such students to pursue these career options, it must also be a possibility that the reverse also occur. Given the relatively low proportion of students reporting prior experience, and the general downward shift in level of commitment over the study period, it can be only speculated that many young people who do get hospitality job before tertiary study actually decide not to pursue such career.

8.8 Differences Between Responses Attributable to Having Friends or Relatives in the Hospitality Industry

This analysis compares the mean scores for those respondents from the year-one programme based on whether they have friends or relatives employed in the hospitality industry. Year-two and year-three students have again been excluded from the analysis as they may have responded in terms of having made friends in the industry since they started their study programme. It is also possible that relatives have commenced in the industry subsequent to the respondents starting their study

programme. Clearly such situation would not have led to better informed course or career choices.

The analyses identified no statistically significant differences between the groups on any items in the first round. Both groups clearly reported themselves as having common views about the educational programme and the industry at entry to their study programme. In fact, these similarities were carried through to the second round of the data collection. In the absence of statistically significant differences the results are not reported. Accordingly it is concluded whether or not student have friends or relatives employed in the industry had no initial or subsequent impact on attitudes about commitment to hospitality careers.

To identify the direction of changes over time, a similar approach to the previous analyses is reported in the next sections, comparing the shift in the mean scores between rounds based on the four factor items.

8.8.1 Analysis of Results for "Career Influences Factor" items based on Having Friends or Relatives in the Industry from Respondents in Year-one of the Study Programmes

As for the section dealing with prior working experience, no statistically significant changes were identified for any of the items between rounds in this factor. Both groups consistently changed their mean rating at the same time and in the same direction. This would confirm that having friends or relatives employed in the industry does not lead to different levels of importance to the individual in encouraging their choice to take a hospitality course. Again, in the absence of statistically significant

differences the results are not reported as the mean ratings and changes are consistent with earlier analyses.

8.8.2 Analysis of Results for "Educational Factor" items based on Having Friends or Relatives in the Industry from Respondents in Year-one of Study Programmes

There are a number of significant changes in the mean scores between the first and the second rounds of data collection. However, they are again consistently happening to both groups at the same time and in the same direction and the items and pattern of changes are consistent with the reported findings for variables of "prior experience". The same argument presented for these outcomes, as previously discussed in Section 8.7.2 could be substituted here. Those items with statistically significant differences over time are reported in table 8.26 simply to complete the record.

Table 8.26: Showing the mean scores and standard deviation for "Educational Factor" items of the survey for each round of data collection identifying significant differences by ' friends or relative employed in hospitality industry' of year-one respondents and between rounds

Items	Yr	First Round					Second Round			
		Frien and Relat	n	Mean	Std	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
Hospitality courses provide a more nurturing and caring environment than other courses	Y1	Yes	113	5.12	1.38	.488	108	4.51*	1.32	.249
		No	170	5.01	1.29		155	4.71*	1.38	
I will use this hospitality course as a stepping stone to enter into an advance management programme	Y1	Yes	113	5.26	1.40	.439	108	5.21*	1.40	.835
		No	170	5.39	1.33		155	5.17*	1.53	
I was very satisfied with the offer of a place on this hospitality course	Y1	Yes	113	5.34	1.38	.785	108	5.04*	1.39	.405
		No	170	5.30	1.34		155	5.08*	1.45	
I strongly believe that whatever I learn in this course will be useful in my future	Y1	Yes	113	6.01	1.10	.868	108	5.63*	1.09	.498
		No	170	6.04	1.09		155	5.73*	1.16	

Note: 1. Statistically significant differences between rounds are based on paired t- test and the independent sample t-test mean scores are bolded with asterisks (* = p < 0.05, ** = p < 0.01 and *** p = 0.001)

8.8.3 Analysis of Results for " Value of Work Factor " items based on Having Friends or Relatives in the Industry from Respondents in Year-one of Study Programmes

As shown in Table 8.27, some statistically significant changes ($p < 0.05$) appeared between rounds on a number of items. These can be found relating to 'earning large amounts of money as the reward for my work', ' being in charge of other workers' and ' working in pleasant surroundings'. Again, no underlying logic related to pre- entry information can be ascribed to them as they consistently occurred for both groups and in the same direction. Clearly, this shift has not arisen simply because they did, or did not have friends or relatives in the industry.

Table 8.27: Showing the mean scores and standard deviation for "Value of Work Factor" items of the survey for each round of data collection identifying significant differences by ' friends or relative employed in hospitality industry' of year-one respondents and between rounds

Items	Yr	First Round					Second Round			
		Frien and relat	n	Mean	Std Dev	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
Working with people who are friendly and understanding	Y1	Yes	113	6.34	1.02	.503	108	5.87*	1.09	.442
		No	170	6.25	1.08		155	5.86*	1.30	
Developing and using my skills and abilities at work	Y1	Yes	113	6.03	1.05	.192	108	5.81*	.87	.218
		No	170	6.00	1.02		155	5.85*	.99	
Earning large amounts of money as the reward for my work	Y1	Yes	113	5.15	1.36	.844	108	5.39*	1.24	.251
		No	170	5.18	1.32		155	5.31*	1.30	
People thinking that my work is important	Y1	Yes	113	4.94	1.42	.370	108	5.27*	1.28	.645
		No	170	4.98	1.16		155	5.25	1.32	
Being in charge of other workers	Y1	Yes	113	4.82	1.38	.613	108	4.95*	1.17	.994
		No	170	4.79	1.29		155	4.95*	1.11	
Being physically active in my work	Y1	Yes	113	5.52	1.21	.131	108	5.25*	.97	.993
		No	170	5.40	1.20		155	5.25*	1.23	
Working in pleasant surroundings	Y1	Yes	113	5.64	1.23	.608	108	5.63*	1.11	.773
		No	170	5.60	1.19		155	5.58*	1.25	

Note: 1. Statistically significant differences between rounds are based on paired t- test and the independent sample t-test mean scores are bolded with asterisks (* = $p < 0.05$, ** = $p < 0.01$ and *** $p = 0.001$)

Apart from the above argument, it is worth noting that the small numerical differences in the mean rating between the groups provide strong evidence that those who have, and those who do not have friends or relatives employed in the hospitality industry, share very similar view about the importance of the "value of work" for them.

8.8.4 Analysis of Results for "Career Intention and Commitment Factor" items based on Having Friends or Relatives in the Industry from Respondents in Year-one of Study Programmes

Looking at Table 8.28, both groups of respondents do alter their assessment and views over time and all of these changes are statistically significant at $p < 0.05$. However, again these patterns of changes do not provide any evidence that those with friends or relatives have different perceptions from those without friends or relatives in the industry. As in earlier analyses respondents consistently decrease their mean rating for the items 'I am committed to a career in hospitality', 'I am still as keen to work in the industry as when I first chose this training programme', 'I will stay in this industry if it provides me with the best career option' and 'I will accept almost any job to stay in the hospitality industry' and consistently increased for 'I will readily to take a job in another industry if it offers slightly more money'.

Overall, these results actually confirm that having friends or relatives in the industry has had little or no effect on the attitudes of respondents. This variable perhaps was not as effective as planned in making a distinction between these groups of students. However, these analyses again support the concept that progression brings about negative changes in students' perceptions and attitudes towards their future employment and a career in the hospitality industry. Despite the decline, it must be

noted that the end of year view is still positive, albeit less so, about hospitality career intentions.

Table 8.28: Showing the mean scores and standard deviation for "Career Intention and Commitment Factor" items of the survey for each round of data collection identifying significant differences by ' friends or relative employed in hospitality industry' of year-one respondents and between rounds

Items	Yr	First Round					Second Round			
		Frien And relat	n	Mean	Std Dev	Sig 2-tail	n	Mean	Std Dev	Sig 2-tail
I am committed to a career in hospitality	Y1	Yes	113	5.34	1.26	.109	108	4.77*	1.33	.692
		No	170	5.09	1.30		155	4.84*	1.37	
I am still as keen to work in the industry as when I first chose this training programme	Y1	Yes	113	5.02	1.34	.778	108	4.83*	1.18	.862
		No	170	5.07	1.24		155	4.80*	1.25	
I will accept almost any job to stay in the hospitality industry	Y1	Yes	113	4.54	1.54	.273	108	4.31*	1.35	.584
		No	170	4.75	1.52		155	4.41*	1.47	
I will stay in this industry if it provides me best career option	Y1	Yes	113	5.77	1.27	.246	108	5.16*	1.25	.316
		No	170	5.61	1.12		155	5.32*	1.25	
I will readily to take a job in another industry if it offer slightly more money	Y1	Yes	113	4.66	1.61	.212	108	5.22*	1.34	.429
		No	170	4.88	1.38		155	5.11*	1.38	

Note: 1. Statistically significant differences between rounds are based on paired t- test and the independent sample t-test mean scores are bolded with asterisks (* = p < 0.05, ** = p < 0.01 and * p = 0.001)**

8.9 Parental Socio - Economic Status

In Section 7.2 (Chapter Seven) it was reported that family socio- economic background based on parents' occupation, level of educational attainment and income are clearly associated with students' choice of programmes and types of institutions. However, the key issue as to whether parental backgrounds may lead to differences in students' attitudes towards and values about a career in hospitality was not determined at that point. This is now considered.

It was anticipated that parents with a higher socio economic status i.e. they are in professional and managerial occupations and have a higher educational attainment, would have a more crucial influence on the vocational aspirations and expectations of their children than those whose parents are from a lower socio economic background. Similarly, parents who receive high rewards would ensure that their children benefit from these rewards e.g. in education and career choices. It was also anticipated that direct urging and pressure, exercised by these higher status parents would have a potential effect on their children's aspirations that would be notably different from respondents from lower achieving families. Even if no specific parental pressure or encouragement is given, students from a higher family background are probably more likely to follow the example of their parents and develop similar interests regarding education and a career achievement. Therefore, it was presumed that there would be a relationship and differences in perception between respondents from high socio-economic backgrounds and those from low, towards educational aspects, career interest and future industry employment. To assess this, the One - way ANOVA with the Scheffé *post hoc* procedure was used to analyse the effect of the five variables related to fathers' and mothers' occupations, education and parental overall annual income.

However, analysis looking at the fathers' occupations indicates that there is no effective distinction between respondents, based on the four categories of fathers' jobs. Out of fifty seven dependent variables only four items showed statistically significant differences and none of these was related to career interest or intention where some positive relationships might be expected to be shown. This indicates that managerial positions do not differ in their perceptions from those students whose fathers are in

administration, or semi skilled workers. It is worth noting that, although 44.0 percent of students in the sample had fathers in managerial and supervisory position, very little variation was found in the results. Similarly, the mothers' occupations, despite a few items (five items) showing statistically significant differences, did not appear to provide any particular pattern of differences pointing to cause and effect related to aspects of career commitment.

Besides parent occupation, the fathers' and mothers' level of education and parental annual income also had very little, or no effect on respondents' views. This is evidenced by an almost total absence (apart from one item) of statistically significant differences in any of the five categories of respondents' parents' levels of education and range of annual income. These results therefore suggest that parental socio-economic background does not have a contributory effect on the individual student's level of interest, nor is it a cause of positive intentions to pursue a career in the hospitality industry.

Because sex has already been found to be influential on a number of items, the test was repeated against parental background using sex as the determining factor. This was done to check whether possibly father or mother have more influence on their sons or daughters. The outcome was that few items for males and females were found to be statistically significant differences. However, it was determined that the items which showed a significant difference in males were almost universally consistent with female respondents irrespective of whether the tests were run for father / mother occupation, education or annual income. Furthermore, these differences were mostly confined to other aspects and do not hold any particular significance related to

attitudes toward industry as their future employment. Given the very small number of statistically significant differences among the responses and the absence of any apparent logical pattern the findings are not reported.

The next chapter transcribes the data obtained from small qualitative questions asked in the second round. This is to provide additional evidence related to career influences, future direction and possible changes among the individual respondents toward hospitality career.

CHAPTER NINE

ANALYSIS OF QUALITATIVE DATA

9.1 Analysis of the Responses to Open Ended Questions

As explained in Chapter Four, five open ended questions were included in the second round of data collection. The intention was to identify more fully what influenced respondents decisions to take hospitality programme and what they planned to do in the future. This is now discussed.

As these questions request respondents to write in brief, the answers received were short and varied greatly between respondents as to wording while some respondents chose not to answer some questions. The response rates to each question are identified in the following table.

Table 9.1: Number of responses to open ended questions in round two

Variables	n	% from overall respondents
Who were the most influential individuals influenced your choice of a hospitality career ?	551	74.4
What sort of good advice about the hospitality course and, or the industry ?	531	71.7
What sort of inaccurate advice did you receive about the hospitality course and, or the industry ?	516	69.7
What sort of jobs or career path do you intend to follow after you graduate ?	555	75.0
What is your feelings about a career and future direction in hospitality ?	454	61.3

The first question asked the respondent of 'who were the most influential individuals influenced your choice of hospitality programme '. As can be seen in Table 9.2, all cohorts answered in similar patterns. Overall, parents (37.5 per cent), long term career interest (24.3 per cent) and friends (18.9 per cent) have stood out as the three major factors influencing respondents' choice of career and hospitality programme. Clearly

most students discussed their choice with parents, immediate family, friends or teachers prior to their making a decision. This fits with the high mean ratings given by respondents to "parents" and "friends" encouragement in the quantitative questions. This result also points to the respondents having clear ideas of where they were heading career wise before enrolling in the programme.

Table 9.2: Number of responses to item " who were the most influential individuals influenced your choice of a hospitality career" shown by levels of programme

Variables		Year 1	Year 2	Year 3	ALL
Parents and immediate family	n	74	69	64	207
	%	41.1	35.6	35.9	37.5
Long term career interest / own decision	n	39	51	44	134
	%	21.6	26.6	24.7	24.3
Friends / teachers	n	28	37	39	104
	%	15.5	19.2	21.9	18.9
Was offered for this course/ hospitality not as their first choice	n	41	20	15	76
	%	22.7	10.4	8.4	13.8
Media / cooking show	n	21	5	3	29
	%	11.6	2.5	1.7	5.2
Total		180	193	178	551

However, it is notable that 13.8 per cent of the respondents reported that they were offered a hospitality course rather than it being their own choice. Some respondent answers are quoted as follows:

- * *Hotel management is not in my list of application but why Central Unit of University selection (UPU) offered me this course*
- * *I would like to become a district officer but my result just end up me to hospitality work*
- * *No one influenced me, but I had no choice than hospitality because my result suited me to become a hotel manager.*

These statements uphold the argument that some students are taking a hospitality programme on the basis of secondary school examination results rather than their

preferred choice, even though this item was rejected in the closed ended question.

However, inspection of the mean ratings from the analysis based on secondary school background clearly showed that respondents especially among the year-one students from normal and boarding school backgrounds rated slightly higher for this item as compared to vocational secondary school students. This clearly suggests some students chose a study programme and a career simultaneously without clear idea about the industry prior entering to the programme. Further support for this notion can be seen as 11.6 per cent of year-one students describe being attracted to hospitality through media, advertisements, brochures or cooking programmes shown on local television compared to year-two and year three. The comments include:

- * *I started liking the hospitality programme after watching cooking shows performed by a celebrity chef*
- * *I want to be glamorous like the celebrity chef*
- * *I got more information about hospitality through advertisements on the television, in brochures and news papers.*

These comments suggest that at least some respondents made a somewhat emotive decision rather than a reasoned career choice. At the very least, the decision was influenced by emotional factors rather than identified factors.

In the second question, respondents were asked what sort of good advice they have followed in their decision to choose a hospitality course and, or career in the hospitality industry. The various answers received were categorised into four major themes and are reported in Table 9.3.

The first category of comments relates to industry prospects and a good future career. Some of the verbatim answers given are:

- * *My brother told me that hospitality industry provides good career prospects*

- * *I am from vocational school, my teacher advice me to proceed into hospitality management because of good future career.*
- * *Hospitality industry gives brighter career development as many people told me*
- * *Government encourage more fresh graduates to work in hospitality as the industry rapidly growing in the country.*

Table 9.3: Number of responses to item " what sort of good advice about the hospitality course and, or the industry ? " shown by levels of programme

Variables		Year 1	Year 2	Year 3	ALL
Good prospect industry/ good future career	n	82	70	61	214
	%	47.6	37.6	35.2	40.3
The programme more specialised kind of nature	n	40	45	47	132
	%	23.2	24.2	27.2	24.9
More practical work than academic and easy to get though (examination)	n	29	33	34	96
	%	16.8	17.7	19.6	18.1
Easier to get employment than in other industries	n	28	34	29	91
	%	16.2	18.2	16.8	17.1
Total		172	186	173	531

Forty percent (214) of respondents clearly reported good career prospects and bright future careers as advice they followed in making their decision. These probably are among the respondents who were really enchanted to pursue their career in the hospitality industry. However, given the first year students are at the beginning of their study programme, they may have enthusiastic strong but probably unrealistic views about the industry resulting from information or advice they had received prior to entry into the programme compared to the more realistic views among senior students. This perhaps best explains the highest reported percentage is given by year - one (47.6 per cent) compared to 37.6 per cent for year-two, and 35.2 per cent for year-three students.

The other themes mentioned related to education programmes and industry employment. The following verbatim answers were given without any alterations:

- * *My friends who in the hospitality programme told me that the course are more involve in practical than theoretical and quite easy to pass the exam*
- * *I followed my friends' advice that I can develop my skills through training in hospitality course*
- * *My brother said, quite easy to get job if I chose to study hospitality course*
- * *Many peoples said that hotel industry gave a lot of career opportunities*
- * *Since everyone commented industry is good job opportunity, I took a chance to pursue my study in this course*
- * *I was informed that hospitality programme more specialised compared to other courses.*

These comments may indicate that many students when coming out from secondary schools had the preconceived idea that hospitality programme would be more practical, with less academic work, providing a specialised kind of programme and would make it easier to get employment as compared to other industries. Similar answers were given by most of the respondents from all cohorts. Whether respondents feel that their experience supported these expectations is not known. However, these three themes fit the quantitative results in Chapter Six. Respondents somewhat agreed with the items 'I think a hospitality course offers more practical skill training than academic work', 'I expect this will only qualify me to do a specialised job in the hospitality industry' and 'I believe the hospitality industry provides more employment opportunity than other industries'. Clearly for some respondents educational programmes that emphasise practical skill development will be more popular. This may also suggest that students with such expectations may become disenchanted with their programme choice by too much emphasis on academic theory subjects. For some at least, the tertiary rather than the industry experience could cause reduced career commitment.

Beside these positive aspects, respondents had many negative perceptions about the industry that resulted from various sources of advice and information. These answers were obtained in response to the question "what sort of inaccurate advice did you

receive about the hospitality course and, or the industry ?". The responses are typified by the following verbatim quotes:

- * *Long and irregular working hours (working on Saturday, Sunday and any public holidays.*
- * *Very exhausting work especially in food and beverage and housekeeping*
- * *Working with unqualified supervisors and managers*
- * *Easily moving from one organisation to another for good money*
- * *Poor attitudes and behaviour of employees or co-workers*
- * *Job in hospitality especially hotel is not secure*
- * *Promotion through rank and file rather than academic qualification and some managers with no academic qualifications.*
- * *Take longer time to get promotion*

All these answers were categorised into six major themes and reported in Table 9.4.

Table 9. 4: Number of responses to item " what sort of inaccurate advice did you receive about the hospitality course and, or the industry ? "
shown by levels of programme

Variables		Year 1	Year 2	Year 3	ALL
Long / irregular working hours / exhausting	n	39	41	55	135
	%	23.6	23.4	31.3	26.1
Stressful / tiring industry	n	30	33	39	102
	%	18.2	18.9	22.2	19.7
Not need higher education (Diploma should be sufficient)	n	21	33	27	81
	%	12.8	18.9	15.3	15.7
Hospitality job is not secured	n	20	23	25	68
	%	12.1	13.1	14.2	13.2
Moving from one place to another (job mobility)	n	25	20	23	68
	%	15.2	11.4	13.1	13.2
Slow in job promotion	n	30	24	7	61
	%	18.2	13.7	3.9	11.8
Total		165	175	176	516

The dominant themes given by respondents of all cohorts are that the working hours in the hospitality industry are too long and irregular, the job is very stressful, tiring and exhausting and slow in the process of getting promotion for the effort. A significant proportion of respondents (13.2 per cent) also expressed concern that hospitality employees are more mobile or high in job mobility compared to other industries. A most interesting comment was that some of the managers in the hospitality industry are without higher academic qualifications. All these comments reflect the nature of the

industry in general or at least those parts of it that students have encountered before enrolling in the programme. It could be also argued that year-two and year-three students might have responded on the basis of their now clearer ideas about the negative aspects of the industry through self experience rather than solely on the advice or information from other people. This is evident in the increase in the of ratings they gave in the second round with regard to the items 'I believe hospitality work is very stressful and pressured' and 'One can get ahead in hospitality without having a high level of education in' closed ended question as compared to year -one and year-two students (See Table 6.1).

Respondents were also asked a question about their expected starting position or career path after graduating. The year-three students are actually on the verge of completing their course and are starting to seriously seek employment in the industry. It is important, therefore, to note that this group was expected to give more realistic answers about their prospective entry level jobs than those year-two and year-one students. The following quotations demonstrate some of the range of individual responses:

- * *I want to be a hotel General Manager*
- * *Working as supervisor in food and beverages department*
- * *Public relation and human resource in hotel industry*
- * *Working in front office and housekeeping supervisor in the hotel*
- * *Running own business related to hospitality industry (food caterer, canteen and cafeteria*
- * *Working as pastry, sous chef or executive chef*
- * *Prefer working in the kitchen department*
- * *Working as supervisor in fast food chain*

- * *Foodservice management*
- * *Working as catering managers*
- * *Working in other industry and change career*

Six distinct categories were identified from the various ranges of intentions given. The responses allocated to each category are indicated in the Table 9.5.

Table 9. 5: Number of responses to item " what sort of jobs or career path do you intend to follow after you graduate ? " shown by levels of programme

Variables		Year 1	Year 2	Year 3	ALL
Management position in the hospitality industry	n	67	65	23	155
	%	36.4	33.7	12.9	27.9
Food and Beverage manager in the hospitality industry	n	40	56	35	131
	%	21.7	29.0	19.7	23.6
Executive chef or sous chef in the kitchen area	n	33	30	20	83
	%	17.9	15.5	11.2	14.9
Supervisory position in the hospitality industry	n	20	16	59	95
	%	10.7	8.3	33.1	17.1
Travelling overseas and working in hospitality industry	n	10	9	17	36
	%	5.4	4.7	9.6	6.4
Running own business related to hospitality	n	8	10	19	37
	%	4.3	5.2	10.7	6.4
Working outside of the hospitality industry	n	6	7	5	18
	%	3.3	3.6	2.8	3.2
Total		184	193	178	555

In line with the aforementioned argument, it seems that only 23 (12.9 per cent) of the year-three respondents say that they expected to enter the industry and to be in some management position compared to higher frequencies given by the second year (65 or 33.7 per cent) and first year respondents (67 or 36.4 per cent). Similar patterns are apparent for food and beverage managers and executive chef positions. It can be argued that year-three students expressed more realistic expectations about the type of starting positions in the industry. These may have been prompted by a variety of factors including increased self knowledge, exposure and internship experiences in the industry compared to those in the earlier years of the programme. It can also be seen that most of the individual students clearly see hospitality or related areas such as

hotels, restaurants, fast food, food service institutions as where they want to start their career. This is evident with only a few individual students indicating that they may take a role outside the hospitality job or wanting not to be in hospitality employment. However, year-three students do appear to be keener to start their own hospitality business or work outside the Malaysian hospitality industry by travelling overseas. The last open ended question identified respondents' feelings about their future direction and possible changes towards employment in the hospitality industry. The diverse answers received were categorised into four groups (Table 9.6).

Table 9.6: Number of responses to item " feelings about a career and future direction in hospitality " shown by levels of programme

Variables		Year 1	Year 2	Year 3	ALL
Work for a long time in hospitality industry	n	58	45	20	123
	%	41.7	29.4	12.3	27.1
Work for a few only year in hospitality industry	n	35	53	80	168
	%	26.1	33.5	49.4	37.0
Further study in hospitality related areas	n	33	50	47	130
	%	24.6	31.6	29.0	28.6
Will change career	n	8	10	15	33
	%	5.9	6.3	9.2	7.2
Total		134	158	162	454

As might be inferred from this question, it is very difficult to proclaim that respondents have a strong commitment to working for a long time in the hospitality industry. Evidently, the 37.0 per cent of students who indicated that they would only work for a few years in the industry outweigh the 27.1 per cent who would like to stay longer in the industry. This is further supported with a significant decrease each year in number of respondents indicating their intent to work for long in the industry as the programme level increases. As can be seen the lowest reported percentage is given by year-three students (20 or 12.3 per cent) as compared to 45 (29.4 per cent) for year-two and 58 (41.7 per cent) for year- one students. Again, given that the year-three students are at the end of their study programme or at least have clear plans, it could be said that the

levels of expression about the employment intention given by these groups are possibly more genuine than those in the lower level of programme. There are also 33 or 7.2 per cent of the students who also indicate that they intend to change their career after graduating with the strongest response among the year-three students. Some of the specific responses included the following:

- * *I will take another programme after graduate from this course*
- * *I will definitely change my career*
- * *I am not really interested to work in hospitality industry, might find job in other industries.*
- * *Hospitality course is just a stepping stones for me.*
- * *After graduating, I will apply to enrol in teacher training college*
- * *Manage family business which is not related to hospitality*
- * *Prefer to study more about information technology than hospitality*

Although the proportion of these respondents is relatively small, this group of 15 (9.2 per cent) of the year-three students who clearly stated they intend to change their career are just a few months away from completing their study. Arguably these individual students may have wasted much of their effort, time and personal development during three years of their study programme.

The overall findings do support the concept that the progression through the educational programmes and the progressive exposure to the industry do bring about changes in student attitudes towards employment and careers in hospitality as discussed earlier in Chapter Eight. With this, the next chapter discusses the analyses and findings that have been presented in the last three chapters.

CHAPTER TEN

SUMMARY AND DISCUSSION

10.1 An Overview

Analyses of the data have been conducted to identify trends in student views towards various factors related to influences, educational institutions, work in general, intention and commitment at entry to tertiary education and the subsequent effects of their views over time. Using a similar approach and extending the work by Fraser (2000) through repeated measures of a range of additional independent variables further insight into the direction and extent of changes in Malaysian hospitality student attitudes and commitment during their three years of study programmes was developed. The particular intention was to develop a refined understanding of how family, ethnicity, religions and other variables possibly moderate these dependent variables. The expectation was based on the arguments of Barron (1997), Waryszak (1997) that prior experience and other exposures to the hospitality world result in more realistic expectations. To this end, the possible moderating influences such as family background, religion and ethnicity were explicitly investigated.

In Chapter Five it was established that differences in the location and course provisions of the institutions attended do not appear to influence the results and variance in student perceptions, expectations or interest levels. Further confirmatory evidence of this was obtained in Chapter Seven when a series of analyses examined the differences and similarities in data samples from public and private hospitality institutions with reference to independent variables of gender, ethnicity, religion, secondary schools background, geographical location of upbringing and previous work

experience. Analyses of differences based on whether the respondents were at public or private institutions point to there being no distinguishable difference.

However, some differences were found in terms of parental socio-economic background between students who enrolled in the private and those in the public hospitality institutions. The findings in Section 7.2 clearly show that students in private institutions are from economically more advantaged family backgrounds with increased rates of higher employment, incomes and better educated parents. Further, there are a higher proportion of Chinese students in the private institutions compared with Malays, Indian and other ethnic groups. This indeed corresponds well with the socio - economic structure of Malaysian society where Chinese are relatively wealthier than the other ethnic groups (Malaysian Economic Report, 2001/2002). Nevertheless, in terms of the key issue of whether parental backgrounds lead to differences in respondent attitudes and values about a career in hospitality no differences were identified for either institution. This confirmed that the data could be treated as one group.

Time related changes of student views were also stated as a particular interest in this study. The basic concept is that increase of knowledge during programme progression would lead to changes in students' perceptions and views about career influences, the programme they enrolled in, the value of work and hospitality employment as a career choice. Fraser (2000) has suggested one of the ways to identify the direction of shift is by comparing the data between respondents in different year groups within the programmes. Using this approach, more conclusive findings were obtained and the

insight into the nature of changing attitudes and their determinants were validated with in depth analyses being undertaken.

The following summaries highlight the notable findings and include discussion of what has been found from the data of overall responses and between the sub-groups in the different levels of programmes along with the trends or changes in respondent views and values over time. The outcomes of the findings also provide suggestions and recommendations of possible future research in this area. It is worth noting at this point that most other studies (Barron and Maxwell, 1993; Okeiyi, Okeiyi and Bryant, 1998; Lewis and Airey, 2001; and Kusluvan and Kusluvan, 2000) did not use as wide an array of independent variables as used in this study. Therefore it is not possible to draw many detailed comparisons between previous studies and this current research. However, a number of comparisons can be made directly with the results reported by Fraser (2000), as similar dependent variables to those used in New Zealand were used in this study. In fact, the use of more detailed independent variables addresses some of the issues identified by Fraser (2000).

10.2 Differences in the Overall Data and the Three Year Level of Study Programmes and the Pattern of Changes Over time Based on Independent Variables

The analyses of the overall data set (Section 8.2) demonstrate some distinct differences between males' and females' views in the first round survey. Males considered that they had more opportunity to get ahead in the hospitality industry than females. They also saw themselves as having higher career expectations in the industry. Females on the other hand were somewhat more confident than the males that whatever they learnt in the programmes would be useful in their future career, and viewed hospitality as

providing an exciting and challenging environment. They indeed reported themselves as keen to work and prepared to accept any job in order to remain in the industry as long as the job was interesting. It appeared that females were more concerned with building a career on the job while males valued career advancement opportunities and achieving high status in their positions.

These differences however, reduced over time when both males and females altered their perceptions to more common views, both on the educational aspect and the industry in general. This is supported through the cohort analyses which indicated that the differences in the first round were mostly held by year-one students rather those in year-two and year- three. By the second round the initial differences had eroded except for two items among year-three students. Of particular items, males in year-three gave more importance to earning money and developing their skills as compared to females of the same year. As argued in Section 8.2.3, males at the end of their study were possibly more concerned than females to earn more money and develop their skills and competencies. However, the distinction fits well into what might be described as a stereotypical view of males in society as a whole and this result is, in fact, consistent with the research findings by Fraser (2000) in New Zealand.

While they hold similar attitudes and perceptions, analysis in Sections 8.2.3 and 8.2.4 clearly indicates that males and females of all cohorts consistently became less certain both that they would be prepared to accept any job and that it is their intention to remain in the industry in their working life. There is also a much higher possibility of their taking a job in another industry for more money. Despite this, no such pattern indicates greater change among the third year than second or even first year students.

The overall changes are in tune with the idea of increasing industry knowledge, familiarisation with the programmes leading to reduced student attitudes, perceptions and expectation toward their chosen career. This fits in with the research model developed in Chapter Three.

For the most part, such gender similarities are relatively stable throughout the study period. This was particularly true related to the roles of "key people" in individual student life. Both genders reported they had received strong encouragement from parents, relatives and friends who exerted an influence on their decision about a career choice. In fact, the same results were produced related to the encouragement of significant others and educational programme aspects, whether the analysis was based on all students together, or on another sub-grouping on other independent variables such ethnicity, religion, secondary school, geographical location of upbringing and prior work experience in the industry. This finding corresponds well with the findings of previous research by Paa and McWhirter (2000), Maani (2000) and Conti (2000). It also fits reasonably well into the normative beliefs of the Theory of Reasoned Action (Ajzen and Fishbein, 1980) that individual intention and motivation are formed from beliefs about other peoples' opinions and the influence of key people in an individual student's life providing encouragement and support, is important in forming the behaviour intention.

Unlike gender, the three major ethnic groups identified in this study (Malay, Chinese and Indian) did perceive certain industry aspects differently from one other. It was determined that Malay respondents were much more optimistic about job and career prospects in the hospitality industry compared to Chinese and Indian. They had

significantly higher expectations that the course would provide them with better future career potential, particularly employment and promotional opportunities and are more willing to stay in the industry if it provides the best career option for them. Chinese respondents are more concerned about the aspects of hospitality work itself as compared to the educational experience. They reported themselves as having greater prior knowledge before pursuing their hospitality education and rated hospitality work as more stressful and pressured and also helping others through their work. Indian students, on the other hand, expressed the greatest level of keenness to take up a job in the industry. These differences indicate that ethnic background and upbringing could have slight direct, as well as indirect, effects on individual student attitudes and views about employment opportunities and industry career prospects. This suggests that each ethnic group may be more or less sensitive to specific aspects of their experiences of the industry while studying, with consequential impact on career commitment.

Detailed cohort analysis supported these results and produced a number of statistically significant differences. Malays of all years were the group most satisfied at having received a place in hospitality programmes, as well as being the most positive that knowledge acquired from the programme would be beneficial for their future employment. Not only did they place a higher mean rating on these items as compared to Chinese and Indian students, but the differences were consistent in both survey rounds. As has been argued in Section 8.3.2, these positive perceptions among the Malay students could have been due to the 2001 publicity campaign or perhaps they are simply somewhat less worldly as compared to Chinese students.

It was also identified that Malay year-one students clearly reported themselves as being more committed to a career in hospitality, keen to work, prepared to accept any job and perceived the surroundings as more pleasant right through the survey rounds. However, the absence of a consistent pattern among year-two and year-three students did not provide evidence that this ethnic group has a greater longer term intention and commitment to pursue a career in the industry. Rather this result instead supported the contention that year-one Malay students are less mature and still naïve in their view compared to year-two and year-three Malay students and the Chinese students. This in fact, strengthened the notion that some students coming into hospitality programmes hold very positive, but perhaps unrealistic views about the industry (Barron, 1997).

This analysis also seemed to confirm that Chinese of all year cohorts were looking more at the nature of work in the industry rather than career opportunities. They consistently reported greater expectations of performing a specialised job and wanting to be in charge of others in the industry. It was argued that this group probably are more knowledgeable and understand the industry work better than Malays. This is possibly explained through a greater industry exposure of this group prior to enrolling in the hospitality programme. It also fits well with the higher proportion of Chinese involved in the Malaysian hospitality industry (especially hotel) as compared to other ethnic groups, as previously stated in Section 8.3.3 (Malaysian Economic Report, 2001/2002).

The above contention is further supported by the magnitude of changes over time. Although, both Chinese and Malay respondents were still positive in their views related to developing their skills, helping others and expecting to be in charge of

others, Chinese respondents from all cohorts consistently increased their mean ratings as opposed to the declines reported by Malay students. Chinese students therefore probably do have more realistic views about industry work in general than the Malay students at entry. Nevertheless, both ethnic groups consistently reported weaker intentions and commitment toward a hospitality career over time. As the statistically significant changes mostly appeared among the Malay students, it is argued that this partially identified that Malays are more likely to become disenchanted with hospitality as their long term career as compared to Chinese students.

Despite these patterns, general observation indicated that the greatest level of changes appeared among students in year-one compared to those in year-two and year-three. This result points to a growing-up or maturation process and increased life experience that has lessened respondent enthusiasm and slightly altered their intention of pursuing a hospitality career. This is also in line with Super (1980) and Herriot's (1984) concepts of developing and progressing through the theatres of life and discovering the realities of work leading to significant changes.

Analysis based on the religion of all responses together in Section 8.4 did identify some differences between Muslim, Buddhist, Christian and Hindu students, particularly related to job and career prospects in the industry. However, the significant differences were almost similar to those described as arising in ethnicity whereby inter group differences mostly appeared between Muslim (Malays) and Buddhist (Chinese). This is further confirmed in detailed cohort analyses of the sub-groups which indicated that the direction and pattern of dissimilarity were virtually identical to the ethnicity variable. It is contended therefore that there is no convincing

evidence that respondents' religion differentiates them any more than their ethnicity as to how they respond to most of the items in this study. Respondents' religion appears to have very little influence on student attitudes and perceptions towards the hospitality industry. It had been expected that different values with regard to alcohol, some foods and behaviours might have produced measurable differences based on religion. While this may be a matter of the instrument failing to adequately identify such differences, it also seems likely that students either are more accepting of such dilemmas in a modern economy, or had reconciled themselves to accepting the issues at the time they selected their study programme.

It has been argued by Dhesi (2000) that the place of origin is strongly associated with the perceptions and aspirations of students toward career intention. He further argues that the urban environment provides a better stimulus to the demand for higher education than the rural environment and in any case, urban students have access to information about wider career opportunities and greater awareness about the career options (Dhesi, 2001). It had therefore been expected that the different locations of upbringing (city versus town versus village) would influence the level of respondents' perceptions in respondents' views about the industry and individual career intention and commitment.

However, the analyses from this study (Section 8.5) did not fully support Dhesi's arguments. It was identified that city students were arguably more motivated and clearer about what they expected from their studies and career in particular compared to those from rural areas. They also reported themselves as being more familiar with the programmes and industry before enrolling. Further differences were found in the

first round in the city groups' higher ratings in terms of being keen to work in hospitality, expecting to perform a specialised job, according greater importance to developing their skills and expecting to work in pleasant surroundings. But the differences completely disappeared over time when the rating by respondents from rural areas became similar to the more commonly held set of views. The mean scores rated by rural area students consistently increased over time, while students from city and town areas reduced their rating, except for the item regarding earning money.

A similar result pattern appeared when analyses of respondents in the different levels of study programmes were undertaken. Inter-group differences only occurred in the first round on a few variables related to education and the value of work. Further, these statistically significant differences mostly appeared among the year-one students and were almost non-existent within year-two and year- three cohorts.

Further confirmatory evidence of this was obtained when looking at the shifts in the means pattern between rounds. The overall pattern showed that the scores given by the year- one students from rural areas had increased in the second round, while they consistently declined for students from the town and city for the same year and were more or less stable among the year-two and year-three cohorts.

These results support the notion that gaining a better understanding about the educational programme, industry and work in general through self experience have altered rural area students' perceptions and created a greater similarity of their views, compared to students from other locations of upbringing. Therefore, while new

students from rural areas may start their studies with differing expectations and possibly naïve perceptions, these disappear during their first year of study.

Whether respondents' perception and expectations were influenced by the secondary schools they attended was analysed and reported in Section 8.6. It was demonstrated that those students who attended vocational secondary schools held markedly different attitudes and views from those respondents from normal and boarding schools in the first round survey. They were identified as being more optimistic about industry employment by reporting themselves more positive about items related to working in the industry, such as expecting to spend most of their working life in hospitality, being committed to the industry and wanting to be in charge of others in their future work. This last item suggests that these respondents perceived a career progressing above entry level positions.

In fact, a similar pattern of differences occurred when analyses of the respective cohorts in three year diploma programmes were undertaken (Sections 8.6.1, 8.6.2, 8.6.3, 8.6.4). Inspection of these series of analyses indicates that all the differences identified in the first round were actually only true for the year-one students rather than year- two and year-three students. As previously stated in Section 8.6.2, year-one students with vocational secondary background appear to be coming to the hospitality programmes with clearer ideas, better knowledge, more realistic perceptions and more definite views about what they expect from their study as compared to those students from normal and boarding secondary schools. This is evident in the higher ratings they gave with regard to the educational programme and industry employment and a more realistic assessment about the value of work. This latter point was judged by the greater similarity to the responses of more experienced respondents in the higher level

of the programme (year-two and year-three). This first round finding corresponds with and supports earlier studies saying the school environment and curriculum (Avgoustic and Brother,1993; Jenkins, 2001; O' Mahony, McWilliam and Whitelaw, 2001), better informed students about the industry (Okeiyi, Okeiyi and Bryant,1998; Lewis and Airey, 2001) and early career guidance had a significant effect on students' aspirations and perceptions toward a career in hospitality (Sciarini and Wood, 1997; Airey and Frontistis, 1997).

However, increasing knowledge, familiarity and better understanding about the industry among those from a boarding and normal secondary school background has reduced the number and level of reported differences among those three student groups. This is evident from the absence of statistically significant differences between all respondents in the second round, including each second round cohort analysis. The absence of any statistically significant differences in this round fits well with the concept of the maturation and experiential process leading to better informed and relatively more common perceptions among the tertiary hospitality students.

When the instruments were being developed, it was expected that the independent variable of type of secondary school would identify that those respondents from a vocational school background would report less change in attitudes and expectations over time when compared to those from other secondary schools. An analysis between rounds of each year cohorts provides no evidence that distinguishes this group from other groups, particularly with regard to career intent and commitment toward hospitality employment. Observation revealed that the mean scores consistently declined for all year cohorts, however, the greatest level of changes appeared among

the year-one students as compared to year-two and year-three. These findings further support the Super (1980) and Herriot (1984) concepts of developing and changing values and strengthen the evidence established by Fraser (2000) that progression developed altered perceptions and attitudes by students towards a career in the hospitality industry. Furthermore the result also fitted well with the Theory of Reasoned Action (TRA) which indicated that changes in individual behavioural intention would be related to the strength of belief about attributes.

In terms of work experience, when the data from all student respondents together were initially analysed, far more significant differences were found than for any other independent variables. However, considering the time related effects such as increased experience among the second and third year student, only first year data sample were considered as discussed in Section 8.7. This approach while more conservative was considered a more reliable use of the data to evaluate the influence of pre- programme work experience on subsequent values and perceptions.

Analysis in Section 8.7 demonstrates that decisions made to choose a hospitality programme by those with prior experience were based on their clearer view about the programmes, familiarity with jobs and that they knew a great deal about the industry from experience and not merely by chance. Additionally, this group was more positive about industry employment as their potential career. This is evidenced in their self-report identifying themselves as more certain of, and being motivated to getting a place in the programme, as well as being more satisfied with their career choice. Further support comes from their report of being prepared to accept any job, being committed

to a hospitality career, wanting to be in charge, developing skills, working in pleasant surroundings and earning large amounts of money.

However, the absence of statistically significant differences and lower mean scores in the second round data suggest that those with previous work experience were less likely to have found out a lot more about the industry as a result of their experience and education during the year compared to those without prior experience. More critical were the changes of mean scores between rounds. The mean rating fell among those with prior experience as compared to the mean rating of those without, and at the same time reduced the differences between them. As argued in Section 8.7.4, over the research period any effect of previous experience was overtaken by the maturation process and discovering more about working aspects of the industry, leading to a more common point of view among the students. More importantly the findings (Table 8.25) indicated that some dependent variables categories related to "career intention and commitment" while positive, consistently declined for both groups. These shifts suggest a progressively reduced intention and commitment towards long term industry employment. The result of this analysis are generally in line with those of Kusluvan and Kusluvan (2000) who found a contrast with the view of Ross (1991, 1993) and Murphy (1985) who argued that " direct experience with the tourism industry led to a more favourable evaluation of careers in hospitality and tourism" (p.262). In line with Kusluvan and Kusluvan (2000), Fraser (2000), Getz (1994), Barron and Maxwell (1993), Pavesic and Brymer (1990) direct experience appear to cause a decline in attitudes toward the hospitality industry and these in some cases become negative. To see whether this is an enduring phenomenon, or is more of a temporary trend, further research should be undertaken in this area.

Analysis of respondents from year-one based on whether they had friends or relatives in the industry (Section 8.8) produced no statistically significant differences. Both those who did have friends and relatives in the industry and those without identified themselves as holding similar views and perceptions on educational, industry work or career intention aspects at the time they chose their study programme. In fact there is no apparent underlying logic to any items that can be attributed to this independent variable. In addition, there are very small numerical differences in the mean rating by each group in each round of data collection. This is further supported when both groups changed their mean ratings over time in the same direction. There is therefore no evidence to support the idea that having friends and relatives in the industry will have a positive influence on students' perceptions, especially in terms of industry employment and thus their career commitment. In fact, as previously stated in Section 8.84, this independent variable was not as effective as envisaged. It had been thought that there would be effects on attitudes as suggested by Getz (1994).

It was also subsequently identified (Section 8.9) that family socio economic background appears to have no contributory effect on the individual student's level of interest or intention to pursue a career in hospitality. This is evidenced by an almost total absence of statistically significant differences in any of the three independent variables dealing with father mother occupations, education and annual income. Respondent ratings between students from high socio economic parent background and those from low, relating to educational, career interest and future industry employment items were universally consistent. Even items arguably associated with achievement or progress in career, such as being in charge of others, being rewarded and getting

ahead more quickly, showed no relationship with parent level of employment in term of managerial status.

The next chapter provides a brief discussion of a number of limitations in this study plus an overall set of conclusions and recommendations.

CHAPTER 11

LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

11.1 Some Limitations, Recommendations and Possible Future Research

Although this research has highlighted a range of interesting and significant findings, attention should also be given to its limitations, as these also warrant some discussion. Firstly, some mention should be made of the fact that despite the good response rate to both survey rounds (814 respondents in the first round and 740 in the second round), the empirical result, especially on the ethnicity proportion was still unbalanced, representing 552 Malays, 203 Chinese, 34 Indian and 25 other ethnic groups. Similarly, owing to the lack of sufficient numbers of respondents and the twinning programmes among the private institutions with overseas universities, comparison between BHM respondents, either by the levels of programmes or institutions could not be made. A question remains as to whether the findings would remain unchanged if more responses were available from Indian students, other ethnic groups as well as students in the BHM programmes in public and private institutions. Hence, the attitudes of undergraduate students in public and private hospitality institutions could be compared in future research to assess whether their perceptions are similar to those in the three year diploma programmes.

Secondly, apart from gender, ethnicity, secondary school background and geographical location of upbringing, variables of having friends or relatives and previous work experience in the industry, only correlate weakly with the overall attitudes of respondents towards working in the industry. It was felt that these variables were not fully identified as the questions simply asked respondents to report 'yes' or 'no' to

whether they have friends or relatives and prior experience in the industry, without specifying that this was asking about their situation before they enrolled in the programmes. Consequently, it is quite difficult to evaluate the increase or decrease in respondents' level of commitment over time especially among the year-two and year-three students. However, this is not to say that these variables do not provide any useful information, but rather that more concise understanding of the causation of changes in commitment may be more fully obtained if these questions were designed differently. It is suggested that these specific issues should be taken into consideration in any future research dealing with these two variables.

Thirdly, a possible limitation arises from the methodology used to collect the data for the study in terms of the time between the first and second rounds of data collection. It would appear more realistic to research changes in attitudes through utilisation of a much longer period between each survey rather than the two semesters used in this study. However, the period used did still generate a number of significant and useful results. This view seems to be substantiated by a previous study where the researcher explored attitudinal changes within the hospitality industry (Fraser, 2000). Therefore, where resources allow, replication and further research with a longer period should be employed including post graduation experience.

In general it is also suggested that this study needs to be replicated in Malaysia or elsewhere by looking at the overall attitudes of secondary school students toward hospitality and other industries. It will be interesting to examine whether the same results about career intention and commitment will be found over time toward hospitality as compared to other career options. Another future research issue to look at is the role of and perception of parental support in career decisions. It is believed

that research in this area could determine the beliefs of such important adults towards hospitality and how those beliefs are conveyed to their children. Such work will help identify whether the results found here are especially related to hospitality industry or perhaps a more general problem of maturation among young people.

11.2 Research Conclusion

From the overall summary in Chapter 10, it is evident that gender, ethnicity, religion, geographical location of upbringing, secondary school background and prior experience do not clearly show causation of how students reports their views about the dimensions investigated in this study. In fact, students' levels of intention and commitment towards a career are not apparently directly related to these independent variables.

However, despite no clear pre- tertiary education indicators of likely disaffection being identified, a very clear picture emerged in this study that there is declining sentiment among Malaysian hospitality students towards employment in the hospitality industry and reduced intentions to pursue such a career. These weakened employment intentions are formed during the educational programme and are probably at least partially a result of the maturation process, with varying consequences and implications for the students, hospitality institutions, industry and the government.

Perhaps the students feel that the course fails to meet their expectations and they experience disappointment with their career choice and feel disenchanted with their future in the industry and prospective employment. This is not to say that educational experience itself is wasted, as the individuals probably end up clearer as to what they

want out of life. However, students may also feel that their parents' investments of money in their education, along with the effort and time spent for personal skill development during the three years of study have not been worthwhile. Further, this may affect their motivation to do well in the education programme and subsequently entry into the industry is less motivated.

Another wider implications are those related to the industry in general. Students having negative attitudes towards certain aspects of industry employment may result in industry being unable to recruit and retain sufficient qualified hospitality management graduates. This fits with the argument presented by Kusluvan and Kusluvan (2000) and Fraser (2000). Industry people may argue with some justification that early turnover can be expected among the new employees, because as in any industry some individuals are not suited or do not have right attitude or motivation. But the industry cannot afford to allow this to continue as always having to find new employees will substantially increase the cost of recruiting, selection and training.

Finally, government funding through taxpayer dollars on higher hospitality education may have been used inefficiently if it is being inappropriately allocated to individuals who do not take up their place in the industry, unless there is no discrepancy between students' reduced but still positive attitudes toward hospitality employment.

The above scenario highlights several important points which should be noted and addressed by Malaysian hospitality educators (public and private), the industry at large, as well as the government, if there are to be more qualified students with positive attitudes towards a career in the industry.

On the basis of these research findings there is evidence that the vast majority of students at the start of their programme show an explicit desire to enter the hospitality industry. However, many of them seem to enrol in the programme with inadequate knowledge and possibly unrealistic perceptions of the employment conditions in the industry. Educators therefore should not discourage the positive aspirations held by new entry students, but rather consider concentrating on finding ways of engendering more realistic perceptions of the industry to at least moderate the potential levels of cognitive dissonance. This may involve, for instance, dissemination of more frank information about the nature of the industry work through a session of practical orientation prior to commencement of the programme. This could also be achieved by seminars introducing working life in the industry using industry personnel. While this kind of short term approach consequently may add a cost in both resources and money, it would help students to form more realistic and lower expectations with regard to hospitality jobs, so they may feel less disappointed as they progress through the programme. This might also reduce the levels of attrition of students from the programme.

The use of an effective interview process as a screening measure for hospitality students, corresponding to Ineson and Kempa's (1996, 1997) argument for it has validity as long as it does not represent merely a token exercise. This approach, even if not totally effective, may prevent the programme decision being based on chance rather than choice. Therefore, the current student selection system practices for public higher tertiary education in Malaysia, which are entirely based on secondary examination results (SPM) and determined by Centre Unit of University Selection (UPU), should be replaced or supplemented by interviews organised by the respective

hospitality institutions. The same approach should be adopted by the private hospitality institutions.

Although this research did identify evidence that parents have been the most influential individuals and very supportive of students' pursuit of a career, it cannot be said that parents have positive attitudes about hospitality employment. As argued by Machatton (1997), there are many parents who identify a hospitality career as not challenging when compared to other professional opportunities. Some parents may harbour negative views of the hospitality industry jobs and pass this on to their children. Therefore, it may be necessary for recruiters in institutions of higher learning along with government representatives (Ministry of Education) and school career counsellors, to shoulder some responsibility in more fully informing parents, so they understand more thoroughly the types of career potential in the hospitality industry. This could be done through a forum, seminar, career day or other means.

Despite the above suggestions, the declining career commitment among the potential future employees is however probably the most important issue reaffirmed in this study and undoubtedly merits serious attention. There is now clear evidence in Malaysia that the industry will keep losing keen young people and will be unable to capitalise on skilled and qualified young graduates if the passive acceptance of the poor employment reputation of the industry continues. If the industry is to attract and retain motivated and well educated personnel, prompt action, at least in the short term, should seriously be taken to reduce this attrition by altering the way hospitality students perceive the industry. This is probably also pertinent for other recruits into the industry.

Conditions of employment especially relating to the nature of the work including low wages, job insecurity, long irregular hours and physical working conditions have been highlighted again by this study and need to be improved. Although this issue has been raised and long arguments presented by many researchers in this field (Wood, 1990; Baum, 1993; Koko and Guerrier, 1994; Dermody and Hollaway, 1998; Kusluvan and Kusluvan, 2000 and Fraser, 2000), matters are no better in the Malaysian hospitality industry. The rationalization of working hours and the softening of management attitudes are possibly the most crucial parts to be changed. A significant proportion of new graduates evaluated in particular the working hours and the performance of managers negatively in the local hotel industry (Hashim, 2001). Such changes would at least extend the hospitality industry's appeal among the young graduates and encourage them to become a larger portion of the labour force in the country.

It is also suggested that a strong relationship between the industry and institutions should be fostered to ensure the educators are maximising the benefits to both students and industry from the educational process. Educators in public and private institutions should consider a screening measure, such as an interview with the assistance of a representative from the industry prior to industrial placement, or else spend more time actively debriefing the students after work experience to minimise any longer term negative impacts. On the other hand, the industry too must understand that the way students are treated whilst on industrial placement will have an effect on their career aspirations and commitment. Further, the industry should also support any professional initiatives taken by institutes of higher learning including supporting academic staff who wish to improve and upgrade their industry knowledge and management skills in the industry.

Maintaining stronger industry and education links by such means will provide some assistance in the development of more realistic expectations about the industry and hopefully reduce the poor transfer and retention rates among hospitality management graduates. Failure to adopt such initiatives will result in continued sub-optimization if not outright wasting of resources.

Finally, this research has provided a demonstration of why it is essential to have unity of effort from those in the institutions as education providers, industry practitioners as receivers, and the policy makers in the government. This must be coupled with the need to raise the level of knowledge, improve and expand secondary education training and improve the level of operatives' abilities and practices in the industry. Failure to develop such a commonality of approach leads to a reiteration of the question posed by Fraser (2000):

"Why should government funding continue to be allocated to meet an expressed need for trained managers if the industry fails to nurture students' commitment to hospitality? And educators can do nothing to produce graduates who will be motivated if the industry itself does not do its part. Industry needs to address this issue or it will continue to receive fewer and less motivated graduates than enter such vocationally specific programme (p. 246.)"

References

- Abdul Talib, S. (1997). *Where are our students ? : A tracer study*. Faculty of Hotel and Tourism Management, MARA University of Technology, Shah Alam, Malaysia.
- Airey, D., and Frontistis, A. (1997). Attitudes to careers in tourism: An Anglo Greek comparison. *Tourism Management*, 18 (3), 149 -158.
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50 (23), 179- 211.
- Ajzen, I., and Driver, B. L. (1992). Application of the theory of planned behavior to leisure choice. *Journal of Leisure Research*, 24 (3), 207 - 224.
- Ajzen, I., and Fishbein, M. (1980). *Understanding attitudes and predicting behaviour*. Englewood - Cliffs: Prentice - Hall.
- Alumni MARA University of Technology, (2000). *Annual report*, Shah Alam: MARA University of Technology, Malaysia.
- Aquino, K. Griffeth., Allen, D. G., and Horn, P. W. (1997) . Integrating justice construct into the turnover process: A test of referent cognitions model. *Academy of Management Journal*, 40 (5) 120- 122.
- Argle, M. (1989). *The social psychology of work*. London: Penguin.
- Ashton, D., and Field, D. (1976). *Young workers*. London : Hutchinson.
- Astin, A. (1997). *Four critical years: Effects of college on beliefs, attitude and knowledge*. San Francisco: Jossey - Bass.
- Astone, N. M., and McLanahan, S. S. (1991). Family structure, parental practices and higher school competition, *American Sociological Review*, 56 (30), 309-320.
- Athanasou, A. J. (2002). Vocational pathways in the early part of a career: An Australian Study. *The Career Development Quarterly*, 51(1), 78-83.
- Athur, M. (1989). *Handbook of career theory*. Cambridge: University Press.
- Avgoustic, S. H., and Brother, L. R. (1993). Education and career concern of hospitality management student in an associate degree program. *Journal of Hospitality and Tourism Educator*, 5 (3), 17-19.

- Barber, N., and Pittaway, L. (2000). Expatriate recruitment in South East Asia: Dilemma or opportunity ?. *International Journal of Contemporary Hospitality Management*, 12 (6), 352 - 359.
- Barron, P. E., (1997). An analysis of Australian student's images of the hospitality industry: a focus on new recruits. *Australian Journal of Hospitality Management*, 4 (2),13- 20.
- Barron, P. E., (1998). The theory and practice of industrial placement: An analysis of hospitality students' experiences. *1998 Australian Tourism and Hospitality Research Conference*.
- Barron, P. E., and Maxwell, G. A. (1993). Hospitality management students: Image of hospitality industry. *International Journal of Contemporary Hospitality Management*, 5 (5), 5-8.
- Baum, T. (1993). *Human Resource Issues in International Tourism*. Oxford: Butterworth- Heinemann.
- Baum, T. (1995). *International trends in hospitality education*, Paper Presented at the Hospitality Educators Conference. Faculty of Hotel and Tourism Management. MARA University of Technology, Shah Alam. Malaysia.
- Bedford, R., and Ineson , E. (1995). Psychometric testing for management selection in the United Kingdom hotel and catering industry. *Hospitality Research Journal*,19 (3), 83-97.
- Betz, N. E. (1993). Evaluation of an intervention to increased realistic self -efficacy and interest in college women. *Journal of Vocational Behavior*, 56, 35 - 52.
- Blau, G. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology*, 58, 277- 288.
- Blau, G. (1988). Further exploring the meaning and measurement of career commitment. *Journal of Vocational Behavior*, 32, 284 - 297.
- Blau, G. (1989). Testing the generalizability of a career commitment measure and its impact on employee turnover. *Journal of Vocational Behavior*, 35, 88- 103.
- Bloomquist, P. (1998). Hospitality and tourism student recruitment: Strategies based on the decision making process. *Journal of Hospitality and Tourism Education*, 10 (1), 18-22.
- Bloor, D., and Brook, J. (1993). Career development of students pursuing higher education. *New Zealand Journal of Educational Studies*, 28 (1), 57- 68.

- Blustein, D. L. (1989). The role of career exploration in the career decision making of college students. *Journal of College Student Development*, 30, 111-117.
- Breiter, D. (1991). The value of co-operative education. *Hospitality and Tourism Educator*, 4 (1), 31-33.
- Brennan, J., and Mc Greevor, P. A (1998). *Graduates at work: Degree courses and the labour market*. Kingsley: London.
- Bridges, S. J., and Bower, M. S. (1985). The effect of perceived job availability for women on college and women attitude toward prestigious male dominated occupations. *Psychology of Women Quarterly*, 9 (2), 265-277.
- Brotherton, R. (1993). *Hospitality management education and graduate training in Britain and Europe*. Report published by Blackpool and the Flyde College, England.
- Brown, M. (1989). Black in hospitality. *The Black Collegian*, 19 (4), 148-156.
- Brower, A.M. (1992). The "second half" of student integration: The effects of life task predominance on student persistence. *Journal of Higher Education*, 63 (4), 441-446.
- Brownell, J. (1993). Addressing career challenges faced by women in hospitality management. *Journal of Hospitality and Tourism Educator*, 5 (4), 11-15.
- Brownell, J. (1994). Personality and career development: A study of gender differences. *The Cornell Hotel and Restaurant Administration Quarterly*, 35 (2), 36 - 43.
- Brush, D. H. (1979). Technical knowledge and managerial skills. *Personnel Journal*, 58 (11), 771-775.
- Bryman, A. (1995). *Quantity and quality in social research*. London: Routledge.
- Bryman, A., and Cramer, D. (1997). *Quantitative data analysis with SPSS for Window*. London and New York: Routledge.
- Buchicchio, S. A. (1991). Colleges are not backing industry. *Caterer and Hotelkeeper*, 5 September, 24.
- Callan, R. J. (1996). Supervised work experience in Europe: A profile of U.K. undergraduates perceptions. *International Journal of Contemporary Hospitality Management*, 9 (1), 35-39.
- Casado, M. (1992). Student expectation of hospitality job. *The Cornell Hotel and Restaurant Administration Quarterly*, 33(4), 80-82.

- Chandon, J. L., Pierre - Yves., and Philippe, J. (1996). Service encounter dimension- a dyadic perspective: Measuring the dimension of service encounters as perceived by customers and personnel, *International Journal of Service Industry Management*, 8 (1), 65 - 86.
- Charles, K. R. (1992a). Career influence, expectations and perception of Caribbean hospitality and tourism student: A third world perspective. *Hospitality and Tourism Educator*, 4 (5), 39- 56.
- Charles, K. R.(1992b). Career orientation and industry perception of Caribbean hotel and tourism management students. *Social and Economic Studies*, 41(1),1-19.
- Chen, S. J., Chu, L. H., and Wu, C.W. (2000). Tourism students' perception of work values: a case of Taiwanese universities. *International Journal of Contemporary Hospitality Management*, 12 (6), 360-365.
- Chik, S.(1998). *Tourist arrivals drop by 80 per cent*, Malaysian News Strait Times, 2 November,17.
- Chitiris, L. (1990). Who are the work - motivated managers in the hotel industry - an exploratory study. *International Journal of Contemporary Hospitality Management*, 9 (12), 293- 304.
- Choi, G. J., Woods, H. R., and Murrmann, K. S. (2000). International labour markets and the migration of labour forces as an alternative solution for labour shortages in the hospitality industry. *International Journal of Contemporary Hospitality Management*, 12 (1), 61- 65.
- CHRIE, (1996). *Recent development in international education: Indonesia, Malaysia, Singapore, Thailand and Brunei*. Report from 1996 International Seminar on Asian Higher Education. CHRIE , Nashville, TN.
- Clark. C. J. (1994). *The effect of co-operative education on graduate employment prospect*. Paper Presented at the conference, Industry and Education. The Co-operative Venture. Auckland, New Zealand 24 -26.August.
- Clark, T. (1992). Management selection by executive recruitment consultancies. *Journal of Managerial Psychology*, 7 (6), 3-11.
- Cohen, L., and Manion, L. (1996). *Research methods in education*, 4th. Edition. London: Routledge.
- Cohen, Y., and Holliday, M. (1982). *Statistic for the Social Sciences*. London: Harper and Row.
- Colarelli, S. M., and Bishop, R.C. (1990). Career commitment: Functions correlates and management. *Groups and Organisational Studies*, 15 (2),158- 176.

- Conti, R. (2000). College goals: Do self- determined and carefully considered goals predict intrinsic motivation, academic performance and adjustment during the first semester?. *Social Psychology of Education*, 4, 189 -121.
- Cooper, C., and Sherperd, R. (1997). The relationship between tourism education and the tourism industry: implication for tourism education. *Tourism Recreation Research*, 22 (1), 34 - 47.
- Cothran, C. C., and Combrink, E. T. (1999). Attitude of minority adolescents toward hospitality industry careers. *International Journal of Hospitality Management*, 18, 143-158.
- Cotton, B. (1991). Graduate who jump off the ladder, *Caterer and Hotelkeeper*, October, 25.
- Craigh – Smith, S. J (1997). *An evaluation of development of hospitality programmes in Australia between 1994 and 1997*, Unpublished M.Ed. Thesis, University of Queensland, Australia.
- Crandall, W. (1992). *The effect of hours and scheduling on a restaurant manager's interrole conflict, life satisfaction, job satisfaction , organizational commitment and intentions to leave the organization*. A PhD thesis. Memphis State University, United State of America.
- Crawford, I. M., and Lomas, R. A. (1980). Factor analysis: A tool for data reduction. *European Journal of Marketing*, 14 (7), 414 - 421.
- Cummin, R. C. (1990). Job stress and the buffering effect of supervisory support . *Group and Organization Studies*, 15, 92 - 104.
- Davidson, M. (1996). Demographic profile and curriculum expectations of first -year hospitality management students. *Australian Journal of Hospitality Management*, 3 (2), 69 - 75.
- Davidson, M., and Tideswell, C. (1998). A comparative study of hospitality education in Australia. *Journal of Hospitality and Tourism Education*, 10 (2), 56 -61.
- Davis, P.B. (1997). Factors influencing the started career goals of minority graduate in counselling psychology programs. *Counselling Psychologist*, 25 (4), 683-698.
- Debrah, Y. (1993). Management of operative staff in a labour - scarce economy; the views of human resource managers in the hotel industry in Singapore. *Asia Pacific Journal of Human Resource*, 32 (1), 41-60.
- Dermody, B. M., and Holloway, W. R. (1998). Recruitment and retention of managers. *The Cornell Hotel and Restaurant Administration Quarterly*, 39 (6), 20-26.

- Dhesi, S. A. (2000). Factors influencing post - school choice: Some data from India. *Rivista Internazionale Di Scienze Economiche E Commerciali*, 47 (3), 451 - 472.
- Dhesi, S. A. (2001). Expectation and post - school choice. *Education + Training*, 43(1), 14-24.
- Diaz, E., and Krauss, L. (1996). A need analysis of expanding hospitality market-Asian students. *Hospitality Research Journal*, 20 (1),15- 24.
- Diaz, P. E., and Samenfink, W. H. (1990). Marketing the hospitality program to community management college transfer students. *Hospitality Research Journal*, 14 (1), 309 - 318.
- Douce, L. A., and Hansen J. C. (1990). Willingness to task risk and college women's career choice. *Journal of Vocational Behaviour*, 36, 258-273.
- Driver, M. J. (1982). *Career concepts - a new approach to career research*. In R. Katz (ed.), *Career Issues in Human Resource Management*. Englewood Cliff: Prentice Hall.
- Durocher, J. F., and Goodman, R. J. (1991). Training program expectations: A conundrum. *The Cornell Hotel and Restaurant Administration Quarterly*, 32 (2), 76-78.
- Economist. (1997). South East Asia in denial, *The Economist*, 18 October, p.13
- Eder, R., Kacmar, K., and Ferris, G. (1989). *Employment interview research: History and synthesis, the employment interview theory research practice*. Newburg: Park Sage Publications.
- Edward, R. (1993). *Mature women students: Separating or connecting. Family and education*. London: Taylor and Francis.
- Elder, M. (1987). The image issue, September 1. *Restaurant Business*, 180-183.
- Farmer, H. S., and Chung, Y. B. (1995). Variables related to career commitment, mastery motivation and level of career aspiration among college students. *Journal of Career Development*, 21(4), 265 -278.
- Farrar, A. L., Murrmann, S. K., and West, J. M (1994). Profile managerial entrants to the hospitality industry. *Hospitality Research Journal*, 18 (1), 65-76.
- Fazio, R.H. (1989). *How do attitudes guide behaviour?* In R.M Serrentino and E.T. Higgins, *Handbook of motivation and cognition*. New York: Guilford Press.

- Fergusson, D., and Woodward, L. (2000). Family socioeconomic status at birth and rates of university participation. *New Zealand Journal of Educational Studies*, 35 (1), 25 - 36.
- Ferry, T. R., Fouad, N. A, and Smith, P. L. (2000). The role of family context in social cognitive model for career related choice behaviour: A match and science perspective. *Journal of Vocational Behavior*, 57, 348-364.
- Field, H. S., and Gatewood, R. D. (1987). *Human resource selection*, United State of America. The Dryden Press.
- Fishbein, M. (1967). *Reading in attitude theory and measurement*. New York: John Wiley.
- Foote, B. (1980). Determined and undetermined - major student, how different are they? *Journal of College Student Personnel*, 21, 29-43.
- Forney, D. S. (1990). Relationship of characteristic and attitudes of student personnel, student and learning style. *Dissertation Abstracts International*, 50 (2) 381-385.
- Foucer- Szocki, R. (1992). Experiential learning - internship, externship, Co-ops, practicum: A state of the art. *Proceeding of the 1992 Annual CHRIE Conference*, 269-270.
- Fraser, R. A. (2000). *A longitudinal study of commitment to careers in the hospitality industry based on analysis of employment expectations and perceptions of hospitality students enrolled at New Zealand polytechnics in 1997/98*. A PhD thesis. Massey University, New Zealand.
- Fresko, B. (1997). Attitudinal change among university student tutors. *Journal of Applied Social Psychology*, 27 (14), 1277 - 1301.
- Frew, E., and Shaw, N. R. (1997). Personality, career choice and tourism behaviour: An exploratory study. *Australian Tourism and Hospitality Research Conference*, 275 -287.
- Fuqua, D. R., and, Hartman, B. W. (1983). Differential diagnosis and treatment of career indecision. *Personnel and Guidance Journal*, 62, 27-29.
- Geissler, J., and Martin, J. (1998). Are we staying current in the preparation of our hospitality management graduates. *Journal of Hospitality and Tourism Educators*, 10 (3), 47-50.
- George, R. T. (1990). Hospitality students two year Programs: A comparison study of career orientation. *Hospitality Research Journal*, 14 (1), 206-216.
- Getz, D. (1994). Student's work experiences, perception and attitudes towards career in Hospitality and Tourism: A longitudinal case study in Spey Valley, Scotland. *International Journal Hospitality Management*, 3 (1), 25-37.

- Gibson, J. D., and Fish, M. (1988). Thailand's international tourism: Successes and current challenges. *International Journal of Hospitality Management*, 7 (2), 161-166.
- Gibson, J. D., and Fish, M. (1989). Indonesia's international tourism: A shifting industry in Bali. *International Journal of Hospitality Management*, 8 (1), 63-70.
- Gilbert, D. C., and Geogiu, P. (1991). Recruiting sales managers for the United Kingdom hospitality industry. *International Journal of Contemporary Hospitality Management*, 3 (2), 17-22.
- Giles, M., and Cairns, E. (1995). Blood donation and Ajzen's theory of planned behaviour: An examination of perceived behavioural control. *The British Journal of Social Psychology*, 25, 173 - 187.
- Ginzberg, E. (1951). *Occupational choice: An approach to a general theory*. Columbia University Press.
- Go, F. (1995). *The role of educators in meeting the needs of the hospitality industry*. Kuala Lumpur. Malaysian Ministry of Culture and Art.
- Go, F. M., and Pine, R. (1995). *Globalisation strategy in the hospitality industry*, London: Routledge.
- Goldsmith, A., and Mohd Zahari, M. S. (1993). Hospitality education in Malaysia: Filling the skill gap. *International Journal of Contemporary Hospitality Management*, 6 (6), 27- 31.
- Goodall, B. (1987). Tourism policy and job in the United Kingdom. *Built Environment*, 13, 109-123.
- Gottfredson, L. S. (1981). Circumscription and compromise. A development theory of occupational aspirations. *Journal of Counselling Psychology*, 28, 545-579.
- Guerra, D., and Peroni, G. (1991). *Occupations in the hotel tourist sector within the European Community: A Comparative analysis*. European Centre for the Development of Vocational Training, Berlin.
- Hackett, G., and Espito, D., and O' Halloran, M. S. (1989). The relationship of role model influences to career salience and educational and career plan of women, *Journal of Vocational Behaviour*, 35, 164-180.
- Hair, J. F. and Anderson, R. E. (1995). *Multivariate data analysis with readings*. New York: Prentice Hall.
- Hall, C. M. (1991). *Introduction to tourism in Australia: Impacts, planning and development*. Addison Wesley, South Melbourne: Longman.

- Hall, C. M. (1997). *Tourism in the Pacific Rim: Developments, impact and markets*, 2nd ed. Addison Wesley, South Melbourne: Longman.
- Hamid, A. S. A. (1993). *Malaysia's vision 2020 understanding the concept, implications and challenges*. Kuala Lumpur: Fajar Bakti Publication.
- Hansen, C., and Sarman, M. Z. (1999). An evaluation of Holland's model of vocational interest for Chicano and Latino college students. *Measurement and Evaluation in Counselling and Development*, 32 (1), 2 - 14.
- Hashim, R. (2001). *Stakeholders' expectations of hotel management education - A Malaysia Perspective*. A PhD thesis. The University of Sheffield Hallam, United Kingdom.
- Haywood, M., and Maki, K. (1991). *A conceptual model of the education / employment interface in the tourism industry*. In R. Bratton, F. Go and B. Ritchie (eds.), *New Horizons - Proceeding of a Conference at the University of Calgary* (105 -118). The World Tourism Education and Research Centre, The University of Calgary.
- Haverman, R., and Wolfe, B. (1995). The determinants of children's attainment: a review of methods and findings. *Journal of Economic Literature*, 33 (3), 1829 -1878.
- Hawkes, G. (1990). Why colleges are failing the industry. *British Hotelier and Restaurateur*, November / December, 14-15.
- Hearn, J. C., and Olzak, S.(1981). The role of college major department in the reproduction of sexual inequality. *Sociology of Education*, 54, 195-205.
- Helms, M. M., and Adcock. R. K. (1992). Freshman attitudes toward career. *The International Journal of Career Management*, 4 (3), 3-8.
- Herriot, P. (1984). *Down from the ivory tower*. London: John Wiley.
- Hing, N., and Lomo, E. (1997). Career for tourism graduates: Choice or career? *Hospitality and Tourism Educator*, 9 (1), 77-84.
- Hobson, J.S.P. (1995a). Review of tourism in pacific rim. *Journal of Tourism and Marketing*, 4 (1),122-124.
- Hobson, J. S. P. (1995b). *An overview of the development of hospitality and tourism education in Australia*. Paper Presented at the Meeting of CHRIE, Nashville, TN.
- Holland, J. L. (1968). Explorations of a theory of vocational choice. A longitudinal study using a sample of typical college students. *Journal of Applied Psychology*, 52, 1 -37.

- Holland, J. L. (1985). *Making vocational choices: A theory of vocational personalities and work environments* (2nd.ed.). Englewood Cliffs, NJ: Prentice Hall.
- Holland, J. L. (1994). The occupations finders. Odessa, FL: *Psychological Assessment Resources*.
- Hsu, C. H. (1999). Learning style of hospitality students: Nature or nurture. *International Journal of Hospitality Management*, 18, 17-30.
- Hughes, E. (1958). *Men and their work*. Clencoe: Free Press.
- Hulk, S. W., Cormier, W. H., and Bound, W.G. (1974). *Reading statistic and research*. New York: Harper and Row.
- Ibrahim, A. (1989). *An assessment of graduate feedback for evaluating the diploma in banking studies program at MARA Institute of Technology in Malaysia*. Dissertation Abstract International, 50 (4), 863.
- Ineson, E. M. (1993). *The predictive validity of criteria used in the selection of students for undergraduate courses and graduate training in hotel and catering management*. A PhD thesis, Keele University and the British Library.
- Ineson, E. M. (1996). Selection vocational courses - A consideration of the viewpoint of graduate employers. *International Journal Contemporary Hospitality Management*, 8 (6), 10-17.
- Ineson, E. M., and Kempa, F. R. (1996). Selection of vocational courses at university part 1- Perspective's of the employers of graduate. *Education + Training*, 38 (6), 14-19.
- Ineson, E. M., and Kempa, F. R. (1997). Selecting students: Is there an education - industry mismatch. *International Journal of Contemporary Hospitality Management*, 9 (3), 128-141.
- Institut Teknologi MARA, (1997). *Annual Report*. MARA Institute of Technology, Shah Alam, Selangor, Malaysia.
- Jacobs, J. A. (1996). The sex segregation of fields of study. *Journal of Higher Education*. 57 (2), 134-154.
- Jaffe, W. F. (1990). The recruitment and retention of minority in hospitality management programs. *Hospitality Research Journal*, 14 (1), 405-412.
- Jans, N. A. (1989). Organisational commitment, career factors and career / life stage. *Journal of Organizational Behavior*, 10, 247 - 266.

- Janz, T. (1982). Initial comparison of patterned behaviour description versus unstructured interview. *Journal Applied Psychology*, 9 (5) 3-11.
- Jarvis, V. (1994). Smoothing the transition to skilled employment: School - based vocational guidance in Britain and continental Europe. *National Institute Economic Review*, 150, 73-89.
- Jayawardena, C. (2001). Creating hospitality management educational programme in developing countries. *International Journal of Contemporary Hospitality Management*, 13 (5), 259- 266.
- Jenkins, K. A. (2001). Making a career of it ? Hospitality students' future perspectives: An Anglo - Dutch study. *International Journal of Contemporary Hospitality Management*, 13 (1), 13-20.
- Jensen, R., Dakin, S., and Nilakant. (1994). The role of personality testing in managerial selection. *Journal of Managerial Psychology*, 9 (5), 12- 16.
- Jordaan, J. P. (1974). *Life stages as organizing modes of career development* . In E. L. Herr (ed.), *Vocational guidance and human development*. Boston: Houghton Mifflin.
- Jordaan, J. P., and Heyde, M. B. (1979). *Vocational maturity in the high school years*. New York : College Press.
- Joseph, M., and Joseph, B. (2000). Indonesian students' perceptions of choice criteria in the selection of a tertiary institutions: Strategic implication. *The International Journal of Educational Management*, 14 (1), 40- 44.
- Kadir, S. F. (2002). *Information on national tourism*, Kuala Lumpur, Ministry of Culture and Arts.
- Kathleen, W. (1998). Employees: How to find and keep them, *Restaurant Hospitality*, 82 (12), 51-52.
- Katzer, J., and Cook, K. H., and Crouch, W. W.(1991). *Evaluating information: a guide for user of social science research*. 3rd. ed. London: Random House Inc.
- Keep, E. (1990). *Training for the low paid*. In Mayhew, K., and Bowen, A. (eds). *Improving Incentives for the Low Paid*. London: Macmillan/ NEDO.
- Khalifah, Z., and Tahir, S. (1997). *Malaysia: tourism, in perspective*. In F.Go and C.L.Jenkins (eds). *Tourism and Economic Development in Asia and Australasia*. Cassell, London.

- King, B. E. M. (1994). Co-operative education for hospitality and tourism students: An Australian case study. *Australian Journal of Hospitality Management*, 1 (2), 17-24.
- King, B. E. M. (1994). Hospitality and tourism cooperative education: Its development and prospects. *Australian Journal of Hospitality Management*, 1 (2), 17-23.
- Knight, J. (1984). *Comparison of the perception of educators, training and trainees toward selected hospitality management training techniques*. Dissertation Abstracts International, 45 (10), 3078.
- Knutson, B. J. (1987). Hospitality student survey: Measures of influences on expectations for post- graduates employment. *Hospitality Education and Research Journal*, 11 (2), 163-174.
- Knutson, B. J., and Patton, M. E (1991). *How prepared am I to succeed in hospitality industry? Perception of junior and senior hospitality management student conference program and preceding*. Annual CHRIE Conference, 106-109. Washington DC.
- Koko, J., and Guerrier, Y. (1994). Overeducation, underemployment and job satisfaction: a study of Finnish hotel receptionist. *International Journal of Hospitality Management*, 13 (4) 375 - 386.
- Kurland, B. N. (1995). Ethical intentions and the theories of reasoned action and planned behavior. *Journal of Applied Social Psychology*, 25 (4), 297 - 313.
- Kusluvan, S., and Kusluvan, Z. (2000), Perception and attitudes of undergraduates tourism students toward working in the tourism industry in Turkey. *Tourism Management*, 21, 251-269.
- Ladany, N. (1997). At - risk urban high school students' commitment to career choices. *Journal of Counselling and Development*, 76 (1), 45- 52.
- Lam, T., and Xiao, H. (2000). Challenges and constraints of hospitality and tourism education in China. *International Journal of Hospitality Management*, 12 (5) 291 -295.
- Landsbergis, P. A. (1988). Occupational stress among health care workers: a test of the job demands control model. *Journal Organizational Behaviour*, 9, 217 - 239.
- Lauder, H., and Hughes, D. (1990). *Social origins, destinations and educational inequality*. In J. Codd, R. Harker, and Nash, R (eds.). Political issues in New Zealand education. Palmerston North: Dunmore Press.

- Law, R. and Wong, M. (1997). Evaluating the effectiveness of interview as a selection method. *Australian Journal of Hospitality Management*, 4 (1), 27-32.
- Leslie, D. (1991). The hospitality industry , industrial placement and personal management. *Services Industry Journal*, 11 (1), 67- 74.
- Leslie, D., and Richardson, A. (2000). Tourism and cooperative education in UK undergraduate courses: Are the benefits being realised ? *Tourism Management*, 21, 489-498.
- Lewis, A., and Airey, D. (2001). Tourism career in Trinidad and Tobago: Perceptions of secondary school students. *Tourism Hospitality Research*, 3 (1), 7- 20.
- Lockwood, P., and Guerrier, Y. (1990), Labour shortages in the international hotel industry. *Travel Analyst*, 6, 17-35.
- London, M., and Mone, E. M. (1987). *Career management and survival in the workplace*. San Francisco: Jossey - Bass.
- Long, M., and Carpenter, P., and Hayden, M. (1999). Participation in education and training 1980- 1994. Longitudinal surveys of Australian youth research report No. 13. Camberwell, Victoria: *Australian Council for Educational Research*.
- Lowry, D. E. (1994). Selection methods: Comparison of assessment centres with personnel records evaluations. *Public Personnel Management*, 23 (3), Autumn 383-394.
- Lucas, R. E. (1993). Hospitality industry employment: emerging trends. *International Journal of Hospitality Management*, 5 (5), 23 -26.
- Lucas, R. E., and Jeffries, L. (1991). The demographic time bomb and how some hospitality employers are responding to the challenge. *International Journal of Hospitality Management*, 10, 323-337.
- Maani, S. (2000). School leaving, labour supply and tertiary education choices of young adults: An economic analysis utilising the 1977 - 1995 Christchurch health and development surveys. *Treasury Working Paper*, 2/03.
- Machatton, M. T. (1997). *New Mexico adolescent attitudes toward the hospitality industry*. Unpublished thesis. New Mexico State University.
- MAH, (1995). *Malaysian Hotel Association report*. Malaysian Association of Hotel, Kuala Lumpur.
- MAH, (1996). *Malaysian Hotel Association report*. Malaysian Association of Hotel, Kuala Lumpur.

- MAH, (1997). *Malaysian Hotel Association report*. Malaysian Association of Hotel, Kuala Lumpur.
- MAH, (2002). *Malaysian Hotel Association report*. Malaysian Association of Hotel, Kuala Lumpur.
- Malaysia, (1991). *Sixth Malaysian Plan 1991 - 1995*. Kuala Lumpur, Government Press.
- Malaysia, (1996). *Seventh Malaysian Plan 1996 - 2000*. Kuala Lumpur, Government Press.
- Malaysia, (1999). *White paper status of the Malaysian economy*. National Economic Action Council (NEAC). Kuala Lumpur. Government Press.
- Malaysian Economic Report (1995/96). Kuala Lumpur: Ministry of Finance, Malaysia.
- Malaysian Economic Report (1997/98). Kuala Lumpur: Ministry of Finance, Malaysia.
- Malaysian Economic Report (1999/2000). Kuala Lumpur: Ministry of Finance, Malaysia.
- Malaysian Economic Report (2001/2002). Kuala Lumpur: Ministry of Finance, Malaysia.
- McGinn, A ., and Binder, D. (1991). *Meeting the needs: tourism in secondary schools*. In New Horizons - proceeding conference at the University of Calgary, p. 541- 544. R. Bratton, F. Go., and B. Ritchie (eds). The World Tourism Education and Research Centre.
- McIntosh, R., and Goeldner, C. (1990). *Tourism principle, practices philosophies, 6th Ed.* Toronto: John Wiley and Son.
- McNulty, S. (1998). *Malaysian gear up for the big marketing push*. Asia Travel Trade, October.
- MFM, (2001). *Malaysian Economic Report*. Ministry of Finance Malaysia, Percetakan Nasional Malaysia Berhad.
- Milman, A. (1999). Teenage employment in the hospitality: An exploratory study. *Journal of Hospitality and Tourism Research*, 23 (2), 195-205.
- Mitchell, D. (1991). *Just the job!*. Hotel Management, January, 63.

- MOE, (2000). *Malaysian Ministry of Education planning* , Kuala Lumpur, Dewan Bahasa dan Pustaka.
- MOE, (2001). *Malaysian Ministry of Education planning* , Kuala Lumpur, Dewan Bahasa dan Pustaka.
- MOE, (2002). *Malaysian Ministry of Education planning*, Kuala Lumpur , Dewan Bahasa dan Pustaka.
- Mohamed, M. (2000). *Malaysian Ministry of Education, Malaysian education planning*. Kuala Lumpur. Dewan Bahasa dan Pustaka.
- Morgan, W. J. Jr. (1990). *Hospitality personnel management*. Boston : CBI Publishing.
- Moser, C. A., and Kalton, G. (1985) *Survey methods in social investigation*, Hants: Dartmouth.
- MTPB, (1997). *Annual tourism statistical report*: Kuala Lumpur, Tourism Publication Corporation Sdn. Bhd.
- MTPB, (1998). *Annual tourism statistical report*: Kuala Lumpur, Tourism Publication Corporation Sdn. Bhd.
- MTPB, (1999). *Annual tourism statistical report*: Kuala Lumpur, Tourism Publication Corporation Sdn. Bhd.
- MTPB, (2000). *Annual tourism statistical report* : Kuala Lumpur, Tourism Publication Corporation Sdn. Bhd.
- MTPB, (2001). *Annual tourism statistical report* : Kuala Lumpur, Tourism Publication Corporation Sdn. Bhd.
- MTEN, (1998). *National economy recovery plan agenda for action*, Kuala Lumpur: Percetakan Nasional Malaysia Berhad.
- Murphy, P. E. (1985). *Tourism : A community approach*. New York: Methuen.
- Musa, G. (2000). *Tourism in Malaysia, tourism in South and South East Asia*. Auckland: Butterworth Heinemann.
- Naresh, K. (2001). Explaining employee turnover in an Asian context. *Human Resource Management Journal*, 11 (1), 54- 77.
- Nash, R. (1993). *Succeeding generations: family resources and access to education in New Zealand*. Melbourne: Oxford University Press.
- NEDO, (1991). *Developing managers for tourism*. National Economic and Development Council, London.

- Nevill, D. D. (1985). Adolescent perceptions of work and home in Australia, Portugal and the U.S.A . *Journal of Cross -culture Psychology*, 16, 483- 495.
- Ng, W. C. (2003). Women and men in hotel management in Hong Kong: Perceptions of gender and career development issues. *Hospitality Management*, 22, 85-102.
- O' Halloran, M .R., and Ninemeier, D. J (1998). How students view foodservice. *The Cornell Hotel and Restaurant Administration Quarterly*, 24-27.
- Okeiyi, C. E., Okeiyi, I. S., and Bryant, A. B. (1998). Factors influencing selection on academic: implication for minority in hospitality. *Journal of Hospitality and Tourism Education*, 10 (2), 51-55.
- O' Mahony, G. B., McWilliam M. A., and Whitelaw, A. P. (2001). Why students choose hospitality degree program; An Australian case study, *The Cornell Hotel and Restaurant Administration Quarterly*, 2, 355-361.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measure*. London: Pinter.
- Paa, K. H., and McWhirter, H. E. (2000). Perceived influences on high school students' current career expectations. *The Career Development Quarterly*, 49 (1), 29 -44.
- Pardoe, K. (1982). An appraisal of diagnostic testing as a monitoring device for entry onto business studies degree course. *Business Education*, 178-184.
- PATA, (1992). Pacific Asia Tourism Association. *Human resource development (HRD) for the travel, tourism and hospitality industry in the Pacific Asia region: A preliminary overview*. The Intelligence Centre, Pacific Asia Travel Association. San Francisco: Pacific Asia Tourism Association
- Pavesic, D.V., and Brymer R. A.(1989). Industry retention and attrition of hospitality graduates. *Hospitality Education and Research Journal*, 13 (3), 267-275.
- Pavesic, D.V., and Brymer, R. A. (1990). Job satisfaction: What's happening to the young manager ?. *The Cornell Hotel and Restaurant Administration Quarterly*, 30, 90-96.
- Peat Marwick, (1993). *Tourism Policy Study*. A marketing report for the Ministry of Culture, Arts and Tourism. Government of Malaysia. Kuala Lumpur. Peat Marwick Consultant.
- Petrillose, J. M., and Montgomery, R. (1997). An exploratory study of internship practices in hospitality education and industry's perception of the importance of internship in hospitality curriculum. *Journal of Hospitality and Tourism Education*, 9 (4), 46-51.

- Pizam, A. (1982). Tourism manpower: The state of the art. *Journal of Travel Research*, 21, 5-9.
- Pizam, A., and Ellis, T. (1999). Customer satisfaction and its measurement in hospitality enterprises. *International Journal of Contemporary Hospitality Management*, 11 (7), 326 - 339.
- Post, P., Stewart, M. A., and Smith, P. L. (1991) Career development of minorities in non traditional field. *Journal of Vocational Behaviour*, 8 (3), 141- 156.
- Powell, S., and Wood, D. (1999). Is recruitment the millennium time bomb for the industry worldwide. *International Journal of Contemporary Hospitality Management*, 11 (4), 138 - 139.
- Pryor, R. G. (1982). Tracing the development of the work aspect preference scale. *Australian Psychologist*, 16 (2), 241- 257.
- Purcell, K. (1993). Equal opportunities in the hospitality industry: custom and credentials. *International Journal of Hospitality Management*, 12 (2), 127-140.
- Purcell, K., and Quinn, J.(1996). Exploring the education - employment equation in hospitality management: a comparison of graduates and HNDs. *International Journal Hospitality Management*, 15 (1), 51-58.
- Rea, J. S., and Srange, C. C. (1988). The experience of cross gender majoring among male undergraduate. *Journal of College Student Personnel*, 24 (4), 356-363.
- Reichel, A., and Milman, A. (1994). Selection of hospitality students candidates: Personal interview versus objective measure. *Hospitality and Tourism Educators*, 8 (2/3), 76- 79.
- Ritchie, J. R. B., and Goeldner, C. R. (1987), *Travel tourism and hospitality research: A handbook for managers and researchers*. Chichester : John Wiley and Sons, Chichester.
- Robertson, I. T., and Makin, P. (1986). Managerial selection in Britain: A survey and critique. *Journal of Occupational Psychology*, 59 , 45-57.
- Robson, C. (1993), *Real World Research: a resource for social scientist and practitioner research*. Oxford: Basil Blackwell.
- Ross, G. F. (1990). The impact of tourism on regional Australian communities. *Regional Journal of Social Issues*, 25, 15-22.
- Ross, G. F. (1991). School -leavers and their perceptions of employment in the tourism and hospitality industry. *The Journal of Tourism Studies*, 2 (2), 28-35.

- Ross, G. F. (1993). Tourism and hospitality work interest and motivation among potential employees. *Council of Hotel, Restaurant and Institutional Education*, 16 (2), 17-27.
- Ross, G. F. (1995). Work stress and personality measures among hospitality industry employees. *International Journal of Contemporary Hospitality Management*, 7 (6), 9 - 15.
- Ross, G. F. (1997). Career stress responses among hospitality employees. *Annals of Tourism Research*, 24 (1), 41 - 54.
- Rubin, K. (1986). *Flying High in travel: A complete guide to careers in the travel industry*. Toronto: John Wiley and Sons.
- Ryan, C. (1995). *Researching tourist satisfaction: Issue, concept, problems*. London: Routledge
- Ryan, C., and Garland, R. (1999). The use of a specific non- response option on Likert - types scales. *Tourism Management*, 20, 107-113.
- Sadi, A. M. (1997). The rise of Malaysia's tourism industry. *The Cornell Hotel and Restaurant Administration Quarterly*, 38 (5), 88- 95.
- Samuel, J. B. (1990). An investigation into the perception of guidance counsellors high school student and parent service sector career. *Hospitality Research Journal*, 14 (1), 269-275.
- Sciarini, M. P., and Wood. R. (1997). College freshmen perception of hospitality careers: Gender and ethnic interest. *Journal of Hospitality and Tourism Education*, 9 (3), 18- 28.
- Schlesinger, L. A., and Heskett, J. L. (1991). The service driven company. *Harvard Business Review*. September, 77- 79.
- Sekaran, U. (1992). *Research method for business - a skill building approach*. New York: John Wiley.
- Shackleton, V., and Newell, S. (1991). Management selection: A comparative survey of methods used in top Britain and fresh companies. *Journal of Occupational Psychology*, 64, 23-36.
- Sharma, L. A., Mannell, R. C., and Rowe, P. M. (1995). The relationship between education related work experiences and career expectation. *Journal of Co-operative Education*, 30,(3), 39-47.
- Shay, J., and Tracey, J. B. (1997). Expatriate managers - reasons for failure and implications for training. *Cornell Hotel and Restaurant Administration Quarterly*, 25, 30 - 35.

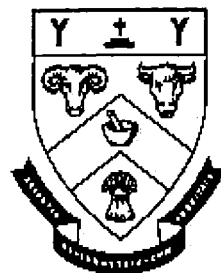
- Sheppard, B. H., Hartwick, J., and Warshaw, P. R. (1988). The theory of reasoned action: A meta - analysis of past research with recommendations for modifications and future research. *Journal of Consumer Research*, 15, 325 - 343.
- Sindiga, I. (1994). Employment and training in tourism in Kenya. *Journal of Tourism Studies*, 5 (2), 45-52.
- Slaney, R. (1980). Expressed vocational choice and vocational indecision. *Journal of Counselling Psychology*, 27, 122-129.
- Smith, D. (1982). Some problems involved in selecting students for business studies degree. *Business Education*, 6 , 99-104.
- Smith, K., Gregory, S. R., and Cannon, D. (1996). Becoming an employer of choice: assessing commitment in the hospitality work. *International Journal of Contemporary Hospitality Management*, 8 (6), 3-9.
- Smith, M. (1994). A theory of the validity of predictors in selection. *Journal of Occupational and Organisational Psychology*, 67 (1), 13.
- Smithers, A. G. and Dann, S. (1974). Success and failure among engineering physical scientist and linguist at a technological university. *British Journal of Educational Psychology*, 44, 241-247.
- Srabakhsh, M., Carson , D., and Lindgren, E. (1989). The personal cost of hospitality management. *The Cornell Hotel and Restaurant Administration Quarterly*, 30 (1), 72-76.
- Stevens, L. (1988). *Your career in travel, tourism and hospitality*, 6th.ed. New York: Delmar Publisher.
- Super, D. E. (1957). *The psychology of careers*. New York: Harpers.
- Super, D. E. (1963). *Self - concepts in vocational development* . In D. E. Super (ed.), *Career development: self - concept theory*. Hillsdale, New Jersey: Erlbaum.
- Super, D. E. (1980). A life - span life - space approach to career development. *Journal of Vocational Behavior*, 16, 282- 298.
- Super, D. E. (1984). Work role salience as a determinant of career maturity in high school students. *The Journal of Vocational Behavior*, 25, 30 - 44.
- Taylor, M. J. (1992). Post 16 options: Young people's awareness, attitudes, intentions and influences on their choice. *Research Paper in Education*, 7, (3) 301- 35.
- Trusty, J., and Ng- Mum, K. (2000). Interaction effects of gender, SES, and race - ethnicity on postsecondary educational choices of U.S. students. *The Career Development Quarterly*, 49, (1), 45- 59.

- Turner, S., and Lapan, T. R. (2002). Career self - efficacy and perceptions of parent support in adolescent career development. *The Career Development Quarterly*, 51(1), 44 - 52.
- Umbreit, T., and Diaz, E. (1994). Women in hospitality management: An exploratory study of major and occupation choice variables. *Hospitality and Tourism Educator*, 6,(4), 7-9.
- Vincent, C. P., and Peplau, A. L. (1998). A longitudinal application on the theory of reasoned action to women 's career behavior. *Journal of Applied Social Psychology*, 28 (9), 761- 778.
- Walton, N. E., and Mallon, C. C. (2001). Self - concept theory in career development. *Career Development Quarterly*, 45 (1) 32- 37.
- Waryszak, R. Z.(1997). Student perceptions of the co-operative education work environment in service industry. *Progress in Tourism and Hospitality Research*, 3, 249 - 256.
- Weatherly, K. A., and Tansik, D.A. (1992). Tactics used by customer contact workers: Effects of role stress, boundary spanning and control. *International Journal of Service Industry Management*, 4 (3), 4-17.
- West, A., and Jamieson, S. (1990). Supervised work experience in graduate employment. *International Journal of Contemporary Hospitality Management*, 2(2), 29-32.
- Wetzel, N. J., and O' Toole, D. (1999). Factors affecting student retention probabilities: A case study. *Journal of Economics and Finance*, 23 (1), 45-55.
- White, M. J., Brown, T. A., and White, G. W. (1989). Occupational sex stereotype among college students. *Journal of Vocational Behavior*, 4, 255-283.
- Wild, D. (1998). Future under a cloud. *Caterer and Hotelkeeper*, January, 66-67.
- William, P. W., and Hunter, M. (1992). Supervisory hotel employee perceptions of management career and professional development requirements. *International Journal of Hospitality Management*, 11, (4), 347 -358.
- Wong, P. P. (1990). Coastal resources management – tourism in Peninsular Malaysia, *ASEAN Economic Bulletin*, 7 (2) 14-18
- Wood, R. C. (1990). The image of the hotel in popular literature, *International Journal of Hospitality Management* ,9 (1), 5-8.
- WTTC. (1995). World Travel and Tourism Council. *The 1995 WTTC report*. Research Edition, Oxford, Pergamon.
- WTTC. (1996). World Travel and Tourism Council. *Progress and priorities*. New York.

- Young, R. A. (1994). Helping adolescents with career development: The active role of parents. *The Career Development Quarterly*, 42, 195-202.
- Yusof, I. (2001). *An evaluation of the contributions of private sector provision to the development of higher education in Malaysia*. A PhD thesis. The University of Sheffield. United Kingdom.
- Zeithaml, V.A., and Bitner, M. J. (1996). *Service marketing*. New York: McGraw-Hill.

LINCOLN
UNIVERSITY

T e W h a r e W ā n a k a O A o r a k i



HOSPITALITY STUDENTS CAREER ASPIRATION

Dear Hospitality Student,

Little research has been done over the years into factors that influence career choices in hospitality. This project seeks to identify what might influence Malaysian students to select a career in hospitality. You are invited to contribute to this study. The questionnaire is anonymous and no individual respondent can be identified. It will probably take you about 15 to 20 minutes to complete. There are no right or wrong answers, I simply need to know how you currently feel about your future employment and career.

If you agree to participate in this survey, please sign the consent form below. Should you need to discuss the study further, please do not hesitate to contact me on my electronic mail address, Mohdzam1@lincoln.ac.nz or write to me at Commerce Division, P.O.Box 84, Lincoln University, Canterbury, New Zealand. You may also contact my supervisors Dr. Rick Fraser and Dr. David Short by email on fraserr1@lincoln.ac.nz / shortd@lincoln.ac.nz or telephone (64)(3) 325-3627 extension 8294.

Mohd Salehuddin Mohd Zahari
Ph.D Student

CONSENT FORM

I have read and understood the description of the above-named project. On this basis I agree to participate as a subject in the project, and I consent to the publication of the results with the understanding that anonymity will be preserved. I understand that participation is voluntary and that I do not have to answer any or all questions.

Signed: _____

Date: _____

SECTION A: EDUCATIONAL AND INDUSTRY ASPECT.

Using the following scale enter the value that best represents your level of agreement with each of the following statements.

Totally Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Totally Agree
1	2	3	4	5	6	7
						Rating
My parents encouraged me to study hospitality						
I was very satisfied with the offer of a place on this hospitality course						
I was attracted to hospitality through the glamorous image portrayed in the media						
My close friends encouraged me to study hospitality						
I chose this course just to please my parents						
I strongly believe that whatever I learn in this course will be useful in my future career						
I strongly believe I knew enough about the hospitality industry before I chose this course						
My school teachers and counsellors encouraged me to study hospitality						
I think hospitality courses offer more practical skill training than academic work						
My brothers/ sisters encouraged me to study hospitality						
My interest in hospitality comes from my upbringing						
I will use this hospitality course as a stepping stone to enter into an advance management programme						
In choosing an educational institution, financial assistance was an important factor for me						
My examination result only qualified me for a hospitality course						
I chose this industry because of the opportunities to travel overseas						
Hospitality courses provide a more nurturing and caring environment than other courses						
Direct customer contact will provide a lot of job satisfaction						
Hospitality gives me an opportunity to study overseas						
I am happy to tell others that I am training to work in hospitality						
Course fees were not important in my selecting a course of study						
I believe that hospitality work is very stressful and pressured						
One can get ahead in hospitality without having high level of education						

SECTION B: CAREER INTEREST.

Using the same scale as above enter the value that best represents your level of agreement with each of the following statements.

Totally Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Totally Agree	
1	2	3	4	5	6	7	
							Rating
I strongly believe men have more opportunity to get ahead than women in the hospitality industry							
My classmates have similar expectations as me about their career prospects in hospitality							
I am committed to a career in hospitality							
I expect to work in the hospitality industry most of my working life							
I have a higher career expectation of the hospitality industry than most of my classmates							
I expect this course will only qualify me to do a specialised job in the hospitality industry							
I expect to get ahead quicker than my classmates in this industry							
I believe all ethnic groups are treated equally in the Malaysian hospitality industry							
I will stay in this industry if it provides me the best career option							
Being raised in a religious family background does not affect hospitality career success							
I will accept almost any job to stay in the hospitality industry							
The hospitality industry is an exciting and challenging environment to work in							
I will readily take a job in another industry if it offers slightly more money							
I am still as keen to work in the industry as when I first chose this training programme							
I am very satisfied with my a choice of career in hospitality							
I don't really mind which industry I work in, as long as the job is interesting							
At the time I decided to train for hospitality there were other occupations I could have easily chosen							
Jobs in the hospitality industry involve harder work than I previously realised							
Religious beliefs will help career progression in hospitality							
Customers respect hospitality staff and appreciate the effort that they make							
If I put a lot of effort into my hospitality career I will be well rewarded							
I think hospitality provides greater promotional opportunity than other industries							
I believe the hospitality industry provides more employment opportunities than other industries							

SECTION C : WORK VALUE.

Using the following scale please rate each of the following statements on how important you believe they are in you life.

No Importance	Less Important	Slightly Important	Neither	Important	More Important	Very Important
1	2	3	4	5	6	7
						Rating
Working with people who are friendly and understanding						
Developing and using my skills and abilities at work						
Making or doing something original through my work						
Earning large amounts of money as the reward for my work						
People thinking that my work is important						
Others being helped through my work						
Being in charge of other workers						
Being free from having to work in my spare time						
Being physically active in my work						
Working in pleasant surroundings						
Living life my own way and not having it determined by my work						

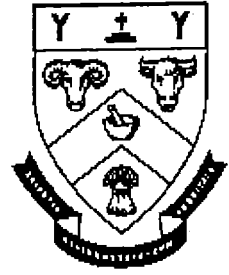
SECTION D : BACKGROUND INFORMATION ABOUT YOU AND YOUR FAMILY.

Please answer each of the following questions by CIRCLING or TICKING or COMPLETING as appropriate answers.

Date of birth: Date / Month / Year
Sex: Male Female
Ethnicity: Malay Chinese Indian Others, please specify _____
Religion: Islam Buddhist Christian Hindu Others, please specify, _____
Area in which you were born and had your early schooling ? Small Village Town Large town or city
Type of secondary school Normal Boarding Vocational Others, please specify _____
Have you had prior worked experience in the hospitality industry before starting the course? Yes No
What areas of hospitality have you worked in before? Never work in the industry Kitchen Restaurant Bar Front Office Housekeeping Others, please specify _____
Have any of your immediate family or friends worked in the hospitality industry? Yes No

Describe the occupation of your parents? (tick the boxes)	Father	Mother
Professional (eg. Doctor, Engineer, Lawyer, Accountant and etc)		
Managerial and Supervisory (eg. Technical and Division A officers)		
Administrative, Clerical (Division B, C and D officers)		
Semi Skilled (eg. Farmers, Rubber tapper, Fisherman, Non agriculture base)		
Others, please specify _____		
What is the highest level of education attained by your parents ? (tick the boxes)	Father	Mother
PMR (Lower certificate)		
SPM (Malaysian Certificate of Education)		
Diploma		
Undergraduate degree		
Post graduate degree		
Please indicate the approximate annual income of you family (tick the box)		
Under RM 24,000		
RM 24,001 – RM 40,000		
RM 40,001 - RM 60,000		
RM 60,001 – RM 100,000		
Over RM 100,000		

THANK YOU FOR YOUR ASSISTANCE IN THIS PROJECT



HOSPITALITY STUDENTS CAREER ASPIRATION

Dear Hospitality Student,

This survey is the continuation of a study started in June 2002. The aim of this survey is to develop a better understanding of the extent to which people alter their ideas about careers they choose. If you were among those respondents, thank you for your participation in that stage. You are now invited to contribute in this final stage of the survey. The questionnaire is anonymous and no individual respondent will be identified. It will probably take you about 15 to 20 minutes to complete. There are no right or wrong answers, I simply need to know how you currently feel about your future employment and career.

If you agree to participate in this survey, please sign the consent form below. Should you need to discuss the study further, please do not hesitate to contact me on my electronic mail at mohdzam1@lincoln.ac.nz, or write to me at Commerce Division, P.O.Box 84, Lincoln University, Canterbury, New Zealand. You may also contact my supervisor Dr. Rick Fraser by electronic mail at fraser1@lincoln.ac.nz, / shortd@lincoln.ac.nz or Telephone (64)(3) 325-3627 Extension 8286.

Mohd Salehuddin Mohd Zahari
Ph.D Student

CONSENT FORM

I have read and understood the description of the project. On this basis I agree to participate as a subject in the project, and consent to the publication of the results, with the understanding that anonymity will be preserved. I understand that participation is voluntary and that I do not have to answer any or all questions.

Signed: Date: _____

SECTION A: EDUCATIONAL AND INDUSTRY ASPECT

Using the following scale, enter the value that best represents your level of agreement with each of the following statements.

Totally Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Totally Agree	
1	2	3	4	5	6	7	
							Rating
My parents still encourage me to study hospitality							
I was very satisfied with the offer of a place on this hospitality course							
I was attracted to hospitality through the glamorous image portrayed in the media							
My close friends are still encouraging me to study hospitality							
I chose this course just to please my parents							
I strongly believe that whatever I learn in this course will be useful in my future career							
I strongly believe I knew enough about the hospitality industry before I chose this course							
My school teachers and counsellors encouraged me to study hospitality							
I think hospitality courses offer more practical skill training than academic work							
My brothers/ sisters still encourage me to study hospitality							
My interest in hospitality comes from my upbringing							
I will use this hospitality course as a stepping stone to enter into an advance management programme							
In choosing an educational institution, financial assistance was an important factor for me							
My examination result only qualified me for a hospitality course							
I chose this industry because of the opportunities to travel overseas							
Hospitality courses provide a more nurturing and caring environment than other courses							
Direct customer contact will provide a lot of job satisfaction							
Hospitality gives me an opportunity to study overseas							
I am happy to tell others that I am training to work in hospitality							
Course fees were not important in my selecting a course of study							
I believe that hospitality work is very stressful and pressured							
One can get ahead in hospitality without having a high level of education							

SECTION B: CAREER INTEREST.

Using the same scale as above enter the value that best represents your level of agreement with each of the following statements.

Totally Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Totally Agree	
1	2	3	4	5	6	7	
							Rating
I strongly believe men have more opportunity to get ahead than women in the hospitality industry							
My classmates have similar expectations as me about their career prospects in hospitality							
I am committed to a career in hospitality							
I expect to work in the hospitality industry most of my working life							
I have a higher career expectation of the hospitality industry than most of my classmates							
I expect this course will only qualify me to do a specialised job in the hospitality industry							
I expect to get ahead quicker than my classmates in this industry							
I believe all ethnic groups are treated equally in the Malaysian hospitality industry							
I will stay in this industry if it provides me with the best career option							
Being raised in a religious family background does not affect hospitality career success							
I will accept almost any job to stay in the hospitality industry							
The hospitality industry is an exciting and challenging environment to work in							
I will readily take a job in another industry if it offers slightly more money							
I am still as keen to work in the industry as when I first chose this training programme							
I am very satisfied with my a choice of career in hospitality							
I don't really mind which industry I work in, as long as the job is interesting							
At the time I decided to train for hospitality there were other occupations I could have easily chosen							
Jobs in the hospitality industry involve harder work than I previously realised							
Deciding on this career was a definite mistake on my part							
Religious beliefs will help career progression in hospitality							
Customers respect hospitality staff and appreciate the effort that they make							
If I put a lot of effort into my hospitality career I will be well rewarded							
I think hospitality provides greater promotional opportunity than other industries							
I believe the hospitality industry provides more employment opportunities than other industries							

SECTION C : WORK VALUE.

Using the following scale please rate each of the following statements on how important you believe they are in you life.

No Importance	Less Important	Slightly Important	Neither	Important	More Important	Very Important
1	2	3	4	5	6	7
						Rating
Working with people who are friendly and understanding						
Developing and using my skills and abilities at work						
Making or doing something original through my work						
Earning large amounts of money as the reward for my work						
People thinking that my work is important						
Others being helped through my work						
Being in charge of other workers						
Being free from having to work in my spare time						
Being physically active in my work						
Working in pleasant surroundings						
Living life my own way and not having it determined by my work						

SECTION D: Your Future Direction

Short answer

Thinking back, who were the most influential individuals in influenced your choice of a hospitality career?
What sort of good advice do you think that you have followed in your decision to take a hospitality course?
What sort of things do you think were inaccurate in any of the advice you were given about hospitality courses and/ or the industry.
How do you currently feel about a career in hospitality ? Please identify both negative and/ or positive aspects.
What jobs or career path do you intend to follow after you graduate?

SECTION E : BACKGROUND DETAILS

Please answer each of the following questions by **CIRCLING** or **COMPLETING** as appropriate answers.

Date / Month / Year		
Date of birth:	Sex:	Male Female
Have you had prior experience in the hospitality industry before starting the course?		Yes
No		
If YES , how useful do you think your previous experience helping you in making career choice?		

THANK YOU FOR YOUR ASSISTANCE IN THIS PROJECT

Appendix 3: The result of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the second round data collection

Items	Component							
	1	2	3	4	5	6	7	8
I will accept almost any job to stay in the hospitality industry	.725							
I expect to work in the hospitality industry most of my working life	.682							
I am committed to a career in hospitality	.650							
I will readily take a job in another industry if it offers slightly more money	.641							
I think hospitality provides greater promotional opportunity than other industries	.608				.356			
I believe the hospitality industry provides more employment opportunities than other industries	.556				.363			
I am very satisfied with my a choice of career in hospitality	.541							
I am still as keen to work in the industry as when I first chose this training programme	.526			-.300				
I will stay in this industry if it provides me the best career option	.496			-.327				
The hospitality industry is an exciting and challenging environment to work in	.428			-.382				
Hospitality gives me an opportunity to study overseas		.553						
I am happy to tell others that I am training to work in hospitality		.491	.319					
I was very satisfied with the offer of a place on this hospitality course		.451	.416	-.359				
I strongly believe that whatever I learn in this course will be useful in my future career		.439			.385			
I think hospitality courses offer more practical skill training than academic work		.427						
I expect this course will only qualify me to do specialised job in the hospitality industry		.413						
Hospitality courses provides a more nurturing and caring environment		.374						
Others being helped through my work			.680					
Being free from having to work in my spare time			.668					
Being in charge of other workers			.650					
Developing and using my skills and abilities at work			.638					
Working with people who are friendly and understanding			.617					
People thinking that my work is important			.526		.315			
Living life my own way and not having it determined by my work			.515					
Making or doing something original through my work			.472		.445			
Being physically active in my work			.467					
Working in pleasant surroundings			.439	-.357		.309		

Appendix 3 (cont/...) The result of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the second round data collection

Items	Component							
	1	2	3	4	5	6	7	8
My brothers/ sisters encouraged me to study hospitality				.606				
My close friends encouraged me to study hospitality				.573				
My school teachers and counsellors encouraged me to study hospitality				.484				
My examination result only qualified me for a hospitality course				.479				
My parents encouraged me to study hospitality				.473				
I was attracted to hospitality through the glamorous image portrayed in the media				.348				
I chose this course just to please my parents				.335				
I don't really mind which industry I work in, as long as the job is interesting						.626		
In choosing an educational institution, financial assistance was an important factor for me						.484		.428
Customer respect hospitality staff and appreciate the effort that they make						.423		
Religious beliefs will help career progression in hospitality						.390		
Being raised in a religious family background does not affect hospitality career success						.358		
Jobs in the hospitality industry involve harder work than I previously realised					.426			
I believe that hospitality work is very stressful and pressured					.419			
If I put a lot of effort into my hospitality career I will be well rewarded					.318			
Deciding on this career was a definite mistake on my part							.607	
I expect to get ahead quicker than my classmates in this industry							.583	
I chose this industry because of the opportunities to travel overseas			.328				.429	-.305
I strongly believe men have more opportunity to get ahead than women in the hospitality industry							.412	
One can get ahead in hospitality without having high level of education							.391	
I have higher career expectation of the hospitality industry than most of my classmate							.390	.335
I strongly believe I knew enough about the hospitality industry before I chose this course							.383	
At the time I decided to train for hospitality there were other occupations I could have easily chosen							.353	
I will use this hospitality course as a stepping stone to enter into an advance management programme								.619
Earning large amounts of money as the reward for my work								.489

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 14 iterations with 11 components extracted

Appendix 4: The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
My parents encouraged me to study hospitality	M	341	5.21	1.40	EVA	1.223	.269	.077	812	.938
	F	473	5.20	1.54	EVNA			.078	769.1	.937
I was very satisfied with the offer of a place on this hospitality course	M	341	5.45	1.22	EVA	1.224	.269	1.480	812	.139
	F	473	5.32	1.27	EVNA			1.490	750.5	.137
I was attracted to hospitality through the glamorous image portrayed in the media	M	341	4.53	1.61	EVA	.906	.341	-2.390	812	.017
	F	473	4.17	1.66	EVNA			-2.377	717.7	.018
My close friends encouraged me to study hospitality	M	341	3.90	1.75	EVA	1.212	.271	-2.031	812	.043
	F	473	4.16	1.84	EVNA			-2.047	752.7	.041
I chose this course just to please my parents	M	341	2.90	1.92	EVA	1.554	.231	.606	812	.545
	F	473	2.82	1.90	EVNA			.605	727.7	.546
I strongly believe that whatever I learn in this course will be useful in my future career	M	341	5.89	1.29	EVA	8.414	.004	-2.125	812	.034
	F	473	6.06	1.08	EVNA			-2.067	654.4	.039
I strongly believe I knew enough about the hospitality industry before I chose this course	M	341	4.50	1.51	EVA	2.306	.129	3.288	812	.001
	F	473	4.12	1.62	EVNA			3.325	760.5	.001
My school teachers and counsellors encouraged me to study hospitality	M	341	3.92	1.73	EVA	.203	.653	-.298	812	.765
	F	473	3.96	1.78	EVNA			-.300	744.8	.764
I think hospitality courses offer more practical skill training than academic work	M	341	5.19	1.45	EVA	.015	.902	-.307	812	.759
	F	473	5.22	1.42	EVNA			-.306	724.8	.759
My brothers/ sisters encouraged me to study hospitality	M	341	4.23	1.76	EVA	.068	.794	.084	812	.933
	F	473	4.22	1.77	EVNA			.084	736.0	.933
My interest in hospitality comes from my upbringing	M	341	4.67	1.53	EVA	4.333	.036	.956	812	.340
	F	473	4.56	1.64	EVNA			.967	762.1	.334
I will use this hospitality course as a stepping stone to enter into an advance management programme	M	341	5.46	1.27	EVA	.154	.695	.093	812	.788
	F	473	5.46	1.25	EVNA			.092	763.3	.786
In choosing an educational institution, financial assistance was an important factor for me	M	341	5.34	1.30	EVA	.999	.318	.269	812	.788
	F	473	5.31	1.40	EVNA			.272	763.3	.786
My examination result only qualified me for a hospitality course	M	341	3.84	1.99	EVA	4.069	.044	2.963	812	.003
	F	473	3.43	1.86	EVNA			2.930	702.0	.003

Appendix 4: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
I chose this industry because of the opportunities to travel overseas	M	341	4.78	1.65	EVA	.033	.855	.597	812	.551
	F	473	4.71	1.69	EVNA			.599	742.4	.549
Hospitality courses provide a more nurturing and caring environment than other courses	M	341	5.07	1.30	EVA	.133	.715	-.766	812	.445
	F	473	5.14	1.24	EVNA			-.759	712.8	.448
Direct customer contact will provide a lot of job satisfaction	M	341	5.29	1.28	EVA	.130	.718	.685	812	.493
	F	473	5.23	1.24	EVNA			.682	718.5	.196
Hospitality gives me an opportunity to study overseas	M	341	5.09	1.42	EVA	2.344	.126	.281	812	.779
	F	473	5.07	1.36	EVNA			.279	714.6	.780
I am happy to tell others that I am training to work	M	341	5.42	1.32	EVA	1.067	.302	-.400	812	.689
	F	473	5.46	1.40	EVNA			-.404	756.9	.687
Course fees were not important in my selecting a course of study	M	341	4.51	1.69	EVA	.475	.491	1.557	812	.120
	F	473	4.32	1.75	EVNA			1.565	745.4	.118
I believe that hospitality work is very stressful and pressured	M	341	4.49	1.71	EVA	4.344	.037	-.654	812	.514
	F	473	4.57	1.51	EVNA			-.641	678.5	.522
One can get ahead in hospitality without having high level of education	M	341	4.21	1.79	EVA	11.201	.001	1.650	812	.099
	F	473	4.02	1.58	EVNA			1.617	675.3	.106
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	M	341	4.58	1.70	EVA	12.049	.001	7.166	812	.000
	F	473	3.66	1.86	EVNA			7.276	769.04	.000
My classmates have similar expectations as me about their career prospects in hospitality	M	341	4.71	1.34	EVA	1.773	.183	-.058	812	.953
	F	473	4.72	1.26	EVNA			-.058	703.7	.954
I am committed to a career in hospitality	M	341	5.27	1.26	EVA	.299	.585	.287	812	.774
	F	473	5.24	1.23	EVNA			.286	722.5	.775
I expect to work in the hospitality industry most of my working life	M	341	4.88	1.38	EVA	.585	.444	1.192	812	.234
	F	473	4.76	1.38	EVNA			1.193	734.9	.233
I have a higher career expectation of the hospitality industry than most of my classmates	M	341	4.74	1.29	EVA	1.000	.318	2.206	812	.028
	F	473	4.53	1.35	EVNA			2.222	751.3	.027
I expect this course will only qualify me to do a specialised job in the hospitality industry	M	341	4.43	1.64	EVA	3.294	.070	.984	812	.325
	F	473	4.32	1.53	EVNA			.973	700.2	.331

Appendix 4: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
I expect to get ahead quicker than my classmates in this industry	M	341	5.03	1.40	EVA	.777	.378	.878	812	.325
	F	473	4.95	1.30	EVNA			.868	700.2	.331
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	M	341	4.83	1.55	EVA	9.880	.002	-1.252	812	.211
	F	473	4.96	1.40	EVNA			-1.232	686.0	.218
I will stay in this industry if it provides me the best career option	M	341	4.68	1.24	EVA	8.891	.003	-2.457	812	.383
	F	473	4.58	1.09	EVNA			-2.408	675.2	.387
Being raised in a religious family background does not affect hospitality career success	M	341	5.07	1.50	EVA	.001	.982	1.000	812	.318
	F	473	4.96	1.53	EVNA			1.002	739.9	.316
I will accept almost any job to stay in the hospitality industry	M	341	5.61	1.49	EVA	1.445	.230	.872	812	.014
	F	473	5.82	1.43	EVNA			.866	712.4	.038
The hospitality industry is an exciting and challenging environment to work in	M	341	5.65	1.17	EVA	5.857	.016	-2.025	812	.046
	F	473	5.81	1.08	EVNA			-1.998	694.4	.043
I will readily take a job in another industry if it offers slightly more money	M	341	4.84	1.48	EVA	1.057	.304	-.908	812	.368
	F	473	4.94	1.43	EVNA			-.896	717.4	.371
I am still as keen to work in the industry as when I first chose this training programme	M	341	5.06	1.28	EVA	.103	.748	.059	812	.953
	F	473	5.05	1.24	EVNA			.059	718.9	.953
I am very satisfied with my a choice of career in hospitality	M	341	5.28	1.39	EVA	3.068	.080	.389	812	.697
	F	473	5.24	1.25	EVNA			.383	685.0	.702
I don't really mind which industry I work in, as long as the job is interesting	M	341	5.03	1.63	EVA	10.977	.001	-3.468	812	.001
	F	473	5.39	1.34	EVNA			-3.364	645.0	.001
At the time I decided to train for hospitality there were other occupations I could have easily chosen	M	341	4.75	1.45	EVA	1.994	.158	-.317	812	.752
	F	473	4.78	1.35	EVNA			-.313	700.5	.754
Jobs in the hospitality industry involve harder work than I previously realised	M	341	4.95	1.39	EVA	1.309	.253	-2.667	812	.008
	F	473	5.20	1.26	EVNA			-2.637	690.2	.009
Deciding on this career was a definite mistake on my part	M	341	3.34	1.86	EVA	4.024	.045	.739	812	.460
	F	473	3.24	1.76	EVNA			.732	707.6	.464
Religious beliefs will help career progression in hospitality	M	341	4.64	1.51	EVA	.888	.346	1.897	812	.058
	F	473	4.44	1.46	EVNA			1.888	719.2	.059
Customers respect hospitality staff and appreciate the effort that they make	M	341	4.86	1.28	EVA	.318	.573	-1.463	812	.144
	F	473	5.00	1.29	EVNA			-1.465	737.2	.143

Appendix 4: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
If I put a lot of effort into my hospitality career I will be well rewarded	M	341	5.32	1.28	EVA	3.278	.071	-1.088	812	.277
	F	473	5.43	1.18	EVNA			-1.074	696.3	.283
I think hospitality provides greater promotional opportunity than other industries	M	341	5.19	1.30	EVA	.036	.849	-.381	812	.703
	F	473	5.23	1.29	EVNA			-.380	729.5	.704
I believe the hospitality industry provides more employment opportunities than other industries	M	341	5.26	1.35	EVA	1.562	.212	-.986	812	.324
	F	473	5.35	1.25	EVNA			-.978	708.8	.328
Working with people who are friendly and understanding	M	341	6.18	1.12	EVA	.700	.403	-.294	812	.769
	F	473	6.20	1.03	EVNA			-.290	694.5	.772
Developing and using my skills and abilities at work	M	341	5.98	.99	EVA	.222	.638	-.937	812	.349
	F	473	6.05	.95	EVNA			-.931	713.5	.352
Making or doing something original through my work	M	341	5.77	1.05	EVA	.113	.737	.539	812	.590
	F	473	5.73	1.03	EVNA			.537	723.5	.592
Earning large amounts of money as the reward for my work	M	341	5.34	1.29	EVA	.039	.844	1.481	812	.139
	F	473	5.20	1.30	EVNA			1.482	734.6	.139
People thinking that my work is important	M	341	5.00	1.30	EVA	.237	.627	-1.559	812	.119
	F	473	5.14	1.24	EVNA			-1.549	712.6	.122
Others being helped through my work	M	341	5.09	1.29	EVA	.772	.380	-1.165	812	.245
	F	473	5.19	1.19	EVNA			-1.152	702.3	.250
Being in charge of other workers	M	341	4.92	1.36	EVA	.373	.541	2.092	812	.037
	F	473	4.73	1.26	EVNA			2.068	701.0	.039
Being free from having to work in my spare time	M	341	4.67	1.47	EVA	.688	.407	.893	812	.372
	F	473	4.58	1.40	EVNA			.886	712.2	.376
Being physically active in my work	M	341	5.40	1.22	EVA	.391	.532	-.147	812	.883
	F	473	5.41	1.19	EVNA			-.147	722.3	.883
Working in pleasant surroundings	M	341	5.61	1.29	EVA	.611	.435	-.974	812	.330
	F	473	5.70	1.20	EVNA			-.963	701.5	.336
Living life my own way and not having it determined by my work	M	341	5.16	1.42	EVA	.224	.636	1.631	812	.103
	F	473	4.99	1.46	EVNA			1.639	745.5	.102

Note: LT = Levene's Test for Equality of Variances 2. Var = Column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVNA)

Appendix 5: The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
*My parents still encourage me to study hospitality	M	311	5.35	1.31	EVA	.601	.438	-.114	738	.909
	F	429	5.36	1.35	EVNA			-.115	679.5	.909
I was very satisfied with the offer of a place on this hospitality course	M	311	5.15	1.35	EVA	.018	.893	.075	738	.940
	F	429	5.14	1.33	EVNA			.075	662.7	.941
I was attracted to hospitality through the glamorous image portrayed in the media	M	311	5.25	1.33	EVA	.131	.718	-1.721	738	.008
	F	429	5.37	1.36	EVNA			-1.717	662.9	.086
*My close friends are still encourage me to study hospitality	M	311	4.95	1.31	EVA	.867	.352	.301	738	.763
	F	429	4.92	1.38	EVNA			.304	689.5	.761
I chose this course just to please my parents	M	311	2.93	1.68	EVA	.197	.657	-.907	738	.365
	F	429	3.04	1.69	EVNA			-.908	671.1	.364
I strongly believe that whatever I learn in this course will be useful in my future career	M	311	5.72	1.13	EVA	.817	.366	-.688	738	.492
	F	429	5.78	1.12	EVNA			-.687	664.4	.492
I strongly believe I knew enough about the hospitality industry before I chose this course	M	311	3.84	1.45	EVA	2.378	.123	-.347	738	.728
	F	429	3.88	1.55	EVNA			-.351	693.1	.725
My school teachers and counsellors encouraged me to study hospitality	M	311	4.00	1.67	EVA	.104	.747	-.389	738	.698
	F	429	4.05	1.65	EVNA			-.388	663.1	.698
I think hospitality courses offer more practical skill training than academic work	M	311	5.11	1.23	EVA	.903	.342	.099	738	.921
	F	429	5.10	1.30	EVNA			.100	688.8	.920
*My brothers/ sisters still encourage me to study hospitality	M	311	4.71	1.46	EVA	2.783	.096	-.653	738	.514
	F	429	4.78	1.39	EVNA			-.647	647.7	.518
My interest in hospitality comes from my upbringing	M	311	4.51	1.55	EVA	.920	.338	-.316	738	.752
	F	429	4.55	1.59	EVNA			-.317	679.1	.751
I will use this hospitality course as a stepping stone to enter into an advance management programme	M	311	5.10	1.39	EVA	.872	.351	-1.611	738	.108
	F	429	5.27	1.33	EVNA			-1.599	649.6	.110
In choosing an educational institution, financial assistance was an important factor for me	M	311	5.36	1.27	EVA	.471	.493	-.179	738	.858
	F	429	5.38	1.23	EVNA			-.178	655.1	.859
My examination result only qualified me for a hospitality course	M	311	3.56	1.79	EVA	.028	.867	-2.768	738	.006
	F	429	4.01	1.78	EVNA			-2.765	665.5	.006

Appendix 5: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	LT	Sig	t- test value	df	Sig 2-tail
I chose this industry because of the opportunities to travel overseas	M	311	4.44	1.50	EVA	.281	.596	-1.305	738	.192
	F	429	4.59	1.53	EVNA			-1.309	675.3	.191
Hospitality courses provide a more nurturing and caring environment than other courses	M	311	4.73	1.30	EVA	.219	.640	-.663	738	.508
	F	429	4.80	1.34	EVNA			-.666	678.7	.506
Direct customer contact will provide a lot of job satisfaction	M	311	5.09	1.06	EVA	5.280	.022	-.393	738	.694
	F	429	5.13	1.17	EVNA			-.400	703.3	.689
Hospitality gives me an opportunity to study overseas	M	311	5.11	1.12	EVA	2.640	.105	.481	738	.631
	F	429	5.06	1.23	EVNA			.488	700.3	.626
I am happy to tell others that I am training to work	M	311	5.26	1.26	EVA	.098	.755	-.429	738	.668
	F	429	5.30	1.25	EVNA			-.428	665.6	.668
Course fees were not important in my selecting a course of study	M	311	4.31	1.59	EVA	.001	.975	-.845	738	.399
	F	429	4.41	1.60	EVNA			-.845	668.6	.398
I believe that hospitality work is very stressful and pressured	M	311	4.49	1.59	EVA	.052	.820	-.915	738	.360
	F	429	4.60	1.59	EVNA			-.915	667.5	.361
One can get ahead in hospitality without having high level of education	M	311	4.27	1.70	EVA	3.136	.077	-1.843	738	.066
	F	429	4.50	1.58	EVNA			-1.823	640.8	.069
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	M	311	4.55	1.91	EVA	7.516	.006	-1.069	738	.285
	F	429	4.70	1.78	EVNA			-1.057	639.1	.291
My classmates have similar expectations as me about their career prospects in hospitality	M	311	4.66	1.35	EVA	1.088	.297	-.735	738	.462
	F	429	4.74	1.29	EVNA			-.730	650.1	.466
I am committed to a career in hospitality	M	311	4.95	1.29	EVA	.000	.989	.348	738	.728
	F	429	4.91	1.28	EVNA			.348	665.7	.728
I expect to work in the hospitality industry most of my working life	M	311	4.28	1.54	EVA	.588	.443	-1.012	738	.312
	F	429	4.40	1.48	EVNA			-1.005	650.2	.315
I have a higher career expectation of the hospitality industry than most of my classmates	M	311	4.41	1.37	EVA	.399	.528	.361	738	.718
	F	429	4.37	1.38	EVNA			.362	672.5	.717
I expect this course will only qualify me to do a specialised job in the hospitality industry	M	311	4.05	1.45	EVA	.240	.625	-2.504	738	.113
	F	429	4.32	1.46	EVNA			-2.506	670.7	.112

Appendix 5: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	F scores	Sig	t- test value	df	Sig 2-tail
I expect to get ahead quicker than my classmates in this industry	M	311	4.62	1.29	EVA	.021	.886	-.742	738	.459
	F	429	4.69	1.29	EVNA			-.742	667.8	.459
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	M	311	4.66	1.50	EVA	.387	.534	.938	738	.348
	F	429	4.55	1.50	EVNA			.938	667.2	.349
I will stay in this industry if it provides me the best career option	M	311	5.47	1.21	EVA	.026	.873	.422	738	.673
	F	429	5.44	1.23	EVNA			.423	673.1	.673
Being raised in a religious family background does not affect hospitality career success	M	311	4.94	1.39	EVA	1.175	.279	.675	738	.500
	F	429	4.86	1.48	EVNA			.682	691.4	.495
I will accept almost any job to stay in the hospitality industry	M	311	4.34	1.44	EVA	1.161	.282	.088	738	.930
	F	429	4.33	1.40	EVNA			.087	654.8	.931
The hospitality industry is an exciting and challenging environment to work in	M	311	5.41	1.14	EVA	2.029	.155	.908	738	.364
	F	429	5.32	1.28	EVNA			.924	706.2	.356
I will readily take a job in another industry if it offers slightly more money	M	311	5.07	1.40	EVA	.776	.379	-1.647	738	.100
	F	429	5.24	1.36	EVNA			-1.639	655.9	.102
I am still as keen to work in the industry as when I first chose this training programme	M	311	4.73	1.26	EVA	.284	.594	-.569	738	.570
	F	429	4.78	1.31	EVNA			-.572	681.1	.567
I am very satisfied with my a choice of career in hospitality	M	311	4.99	1.19	EVA	.478	.489	.125	738	.900
	F	429	4.97	1.22	EVNA			.126	680.2	.900
I don't really mind which industry I work in, as long as the job is interesting	M	311	5.22	1.36	EVA	.143	.705	1.743	738	.082
	F	429	5.04	1.34	EVNA			1.739	661.6	.083
At the time I decided to train for hospitality there were other occupations I could have easily chosen	M	311	4.77	1.23	EVA	.024	.877	-.294	738	.769
	F	429	4.80	1.23	EVNA			-.294	666.9	.769
Jobs in the hospitality industry involve harder work than I previously realised	M	311	5.13	1.19	EVA	.741	.390	-.656	738	.512
	F	429	5.19	1.24	EVNA			-.660	682.5	.510
Deciding on this career was a definite mistake on my part	M	311	3.27	1.65	EVA	.940	.333	-3.012	738	.003
	F	429	3.65	1.68	EVNA			-3.023	676.6	.003
Religious beliefs will help career progression in hospitality	M	311	4.50	1.41	EVA	.061	.805	-.816	738	.415
	F	429	4.59	1.42	EVNA			-.817	671.5	.414
Customers respect hospitality staff and appreciate the effort that they make	M	311	4.92	1.26	EVA	.046	.829	-.389	738	.698
	F	429	4.96	1.21	EVNA			-.386	651.4	.700

Appendix 5: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on gender

Items	Sex	N	Mean	Std Dev	Var	F Scores	Sig	t- test value	df	Sig 2-tail
If I put a lot of effort into my hospitality career I will be well rewarded	M	311	5.15	1.14	EVA	1.499	.221	-.260	738	.795
	F	429	5.17	1.20	EVNA			-.262	687.9	.793
I think hospitality provides greater promotional opportunity than other industries	M	311	4.94	1.31	EVA	2.215	.137	.295	738	.768
	F	429	4.91	1.40	EVNA			.299	692.3	.765
I believe the hospitality industry provides more employment opportunities than other industries	M	311	5.07	1.31	EVA	1.890	.170	.467	738	.640
	F	429	5.02	1.43	EVNA			.474	700.1	.636
Working with people who are friendly and understanding	M	311	5.90	1.16	EVA	.548	.459	1.652	738	.099
	F	429	5.76	1.17	EVNA			1.654	670.6	.099
Developing and using my skills and abilities at work	M	311	5.84	.97	EVA	.005	.944	-.337	738	.736
	F	429	5.86	.99	EVNA			-.338	675.6	.736
Making or doing something original through my work	M	311	5.56	1.07	EVA	.540	.463	.430	738	.667
	F	429	5.53	1.12	EVNA			.433	684.6	.665
Earning large amounts of money as the reward for my work	M	311	5.32	1.30	EVA	2.117	.146	-.881	738	.379
	F	429	5.40	1.24	EVNA			-.874	648.8	.382
People thinking that my work is important	M	311	5.34	1.19	EVA	1.090	.297	1.642	738	.101
	F	429	5.19	1.29	EVNA			1.662	695.7	.097
Others being helped through my work	M	311	5.12	1.11	EVA	2.233	.136	-.253	738	.801
	F	429	5.14	1.16	EVNA			-.254	684.9	.799
Being in charge of other workers	M	311	4.92	1.10	EVA	.066	.797	1.332	738	.183
	F	429	4.73	1.12	EVNA			1.335	673.7	.182
Being free from having to work in my spare time	M	311	4.70	1.38	EVA	4.347	.037	-.845	738	.399
	F	429	4.78	1.28	EVNA			-.835	637.8	.404
Being physically active in my work	M	311	5.31	1.05	EVA	.557	.456	.567	738	.571
	F	429	5.26	1.11	EVNA			.573	689.6	.567
Working in pleasant surroundings	M	311	5.76	1.16	EVA	2.209	.138	1.151	738	.250
	F	429	5.66	1.07	EVNA			1.137	636.9	.256
Living life my own way and not having it determined by my work	M	311	5.06	1.36	EVA	.327	.568	-.358	738	.721
	F	429	5.10	1.33	EVNA			-.358	658.9	.722

Note: LT = Levene's Test for Equality of Variances 2. Var = Column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVNA)

Appendix 6 : The full details analysis reporting the mean scores, standard deviation for items in the first round data of collection and identifying significant differences based on ethnic groups

Items	Malay (n=552) Mean (Std.Dev)	Chinese (n=203) Mean (Std.Dev)	Indian (n= 34) Mean (Std.Dev)	Others (n=25) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
I strongly believe that whatever I learn in this course will be useful in my future career	6.12 (1.65)	5.63 (1.35)	5.82 (1.38)	5.25 (.74)	.000	9.290	M > C
I believe that hospitality work is very stressful and pressured	4.28 (1.63)	5.17 (1.48)	5.11 (1.59)	4.16 (1.46)	.001	18.232	C > M
I strongly believe I knew enough about the hospitality industry before I chose this course	4.21 (1.58)	5.00 (1.45)	4.39 (1.58)	3.81 (1.52)	.011	3.761	C > M
I am still as keen to work in the industry as when I first chose this training programme	5.00 (1.30)	5.15 (1.12)	5.48 (1.16)	4.80 (1.04)	.006	4.177	I > M
I believe the hospitality industry provides more employment opportunities than other industries	5.47 (1.28)	4.93 (1.41)	4.97 (1.38)	4.81 (1.53)	.000	8.936	M > C
I will stay in this industry if it provides me the best career option	5.78 (1.18)	5.56 (1.15)	5.61 (1.04)	5.18 (0.98)	.005	2.678	M > C
Developing and using my skills and abilities at work	6.09 (0.94)	5.74 (1.01)	5.72 (0.95)	5.81 (1.00)	.010	3.812	M > C
People think that my work is important	5.21 (1.25)	4.86 (1.24)	4.73 (1.26)	4.44 (1.38)	.000	7.224	M > C
Other being helped through my work	5.22 (1.24)	5.13 (1.18)	5.18 (1.23)	4.48 (1.44)	.023	3.200	M > C
My parents encouraged me to study hospitality	5.16 (1.49)	5.18 (1.50)	5.25 (1.25)	5.20 (1.48)	.060	2.477	
I was very satisfied with the offer of a place on this hospitality course	5.40 (1.28)	5.35 (1.22)	5.41 (1.10)	5.24 (1.12)	.473	.838	
I was attracted to hospitality through the glamorous image portrayed in the media	4.25 (1.65)	4.52 (1.54)	4.41 (1.68)	4.60 (1.55)	.054	3.211	
My school teachers and counsellors encouraged me to study hospitality	3.95 (1.78)	3.88 (1.74)	3.38 (1.75)	3.52 (1.75)	.656	.539	

Appendix 6: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data of collection and identifying significant differences based on ethnic groups

Items	Malay (n=552) Mean (Std.Dev)	Chinese (n=203) Mean (Std.Dev)	Indian (n= 34) Mean (Std.Dev)	Others (n=25) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
My brothers/ sisters encouraged me to study hospitality	4.28 (1.75)	4.14 (1.83)	4.20 (1.51)	4.22 (1.76)	.483	.810	
My interest in hospitality comes from my upbringing	4.71 (1.54)	4.48 (1.69)	4.17 (1.71)	4.10 (1.73)	.340	.902	
I will use this hospitality course as a stepping stone to enter into an advance management programme	5.55 (1.25)	5.26 (1.28)	4.97 (1.42)	5.36 (1.26)	.435	.840	
In choosing an educational institution, financial assistance was an important factor for me	5.39 (1.32)	5.21 (1.46)	5.08 (1.35)	5.08 (1.25)	.389	1.007	
My examination result only qualified me for a hospitality course	3.59 (1.89)	3.67 (1.98)	3.79 (2.11)	3.00 (1.84)	.320	1.170	
I chose this industry because of the opportunities to travel overseas	4.75 (1.66)	4.67 (1.67)	4.92 (1.44)	4.40 (1.87)	.670	.518	
Hospitality courses provide a more nurturing and caring environment than other courses	5.10 (1.23)	5.09 (1.26)	5.02 (1.21)	5.06 (1.26)	.256	1.352	
Direct customer contact will provide a lot of job satisfaction	5.25 (1.25)	5.32 (1.31)	5.26 (1.26)	5.26 (1.26)	.670	.518	
Hospitality gives me an opportunity to study overseas	5.14 (1.31)	5.08 (1.59)	5.20 (1.40)	5.12 (1.12)	.195	1.577	
I am happy to tell others that I am training to work in hospitality	5.43 (1.38)	5.49 (1.36)	5.50 (1.20)	5.24 (1.50)	.945	.411	
Course fees were not important in my selecting a course of study	4.41 (1.71)	4.34 (1.83)	4.25 (1.85)	4.34 (1.72)	.071	2.353	
I believe that hospitality work is very stressful and pressured	4.28 (1.63)	4.17 (1.35)	4.11 (1.46)	4.16 (1.46)	.167	1.233	
One can get ahead in hospitality without having high level of education	4.14 (1.64)	4.04 (1.68)	4.14 (1.72)	4.10 (1.67)	.405	.973	
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	4.18 (1.84)	4.08 (1.81)	4.05 (1.85)	4.06 (1.84)	.435	.920	

Appendix 6: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data of collection and identifying significant differences based on ethnic groups

Items	Malay (n=552) Mean (Std.Dev)	Chinese (n=203) Mean (Std.De)	Indian (n= 34) Mean (Std.Dev)	Others (n=25) Mean (Std.De)	Sig Dif	F Ratio	Scheffé test
My classmates have similar expectations as me about their career prospects in hospitality	4.76 (1.28)	4.61 (1.38)	4.70 (1.08)	4.68 (1.21)	.571	.669	
I am committed to a career in hospitality	5.31 (1.26)	5.22 (1.20)	5.35 (1.02)	5.25 (1.24)	.092	.882	
I expect to work in the hospitality industry most of my working life	4.84 (1.39)	4.75 (1.39)	4.94 (1.20)	4.48 (1.35)	.498	.794	
I have a higher career expectation of the hospitality industry than most of my classmates	4.68 (1.32)	4.43 (1.39)	4.88 (1.03)	4.61 (1.33)	.300	2.003	
I expect this course will only qualify me to do a specialised job in the hospitality industry	4.46 (1.56)	4.39 (1.60)	4.73 (1.46)	4.36 (1.58)	.150	.513	
I expect to get ahead quicker than my classmates in this industry	5.10 (1.26)	5.11 (1.28)	5.11 (1.25)	4.98 (1.34)	.110	.768	
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	4.95 (1.41)	4.80 (1.57)	4.80 (1.58)	4.91 (1.46)	.877	.453	
Being raised in a religious family background does not affect hospitality career success	5.07 (1.50)	4.80 (1.47)	5.02 (1.52)	5.01 (1.53)	.150	1.777	
I will accept almost any job to stay in the hospitality industry	4.69 (1.38)	4.49 (1.60)	4.30 (1.65)	4.44 (1.60)	.500	.997	
The hospitality industry is an exciting and challenging environment to work in	5.80 (1.08)	5.63 (1.20)	5.52 (1.18)	5.52 (1.19)	.113	1.997	
I will readily take a job in another industry if it offers slightly more money	4.98 (1.45)	4.77 (1.47)	4.64 (1.47)	4.52 (1.35)	.112	2.005	
I am very satisfied with my choice of career in hospitality	5.20 (1.35)	5.26 (1.16)	5.38 (1.43)	5.32 (1.14)	.060	1.123	
I don't really mind which industry I work in, as long as the job is interesting	5.20 (1.48)	5.36 (1.46)	5.25 (1.45)	5.40 (1.48)	.438	.906	
At the time I decided to train for hospitality there were other occupations I could have easily chosen	4.78 (1.35)	4.74 (1.47)	4.82 (1.58)	4.60 (1.44)	.920	.165	

Appendix 6: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data of collection and identifying significant differences based on ethnic groups

Items	Malay (n=552) Mean (Std.Dev)	Chinese (n=203) Mean (Std.Dev)	Indian (n= 34) Mean (Std.Dev)	Others (n=25) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
Jobs in the hospitality industry involve harder work than I previously realised	5.06 (1.37)	5.17 (1.24)	5.19 (1.23)	5.18 (1.24)	.133	1.812	
Deciding on this career was a definite mistake on my part	3.22 (1.70)	3.37 (1.86)	3.76 (1.85)	3.28 (1.80)	.285	1.266	
Religious beliefs will help career progression in hospitality	4.70 (1.40)	4.76 (1.29)	4.52 (1.48)	4.62 (1.30)	.054	.338	
Customers respect hospitality staff and appreciate the effort that they make	4.98 (1.23)	4.82 (1.43)	4.95 (1.30)	4.80 (1.22)	.377	1.033	
If I put a lot of effort into my hospitality career I will be well rewarded	5.38 (1.21)	5.28 (1.28)	5.35 (1.19)	5.38 (1.23)	.131	1.882	
I believe the hospitality industry provides more employment opportunities than other industries	5.34 (1.23)	5.40 (1.19)	5.20 (1.25)	5.32 (1.07)	.080	.705	
Working with people who are friendly and understanding	6.24 (1.04)	6.18 (1.15)	6.17 (1.16)	6.20 (.91)	.116	.963	
Making or doing something original through my work	5.83 (1.01)	5.52 (1.07)	5.70 (.93)	5.64 (1.15)	.363	1.066	
Earning large amounts of money as the reward for my work	5.27 (1.29)	5.25 (1.34)	5.35 (1.20)	5.28 (1.18)	.110	3.812	
Being in charge of other workers	4.78 (1.31)	4.79 (1.31)	4.67 (1.08)	4.16 (1.49)	.300	.777	
Being free from having to work in my spare time	4.60 (1.46)	4.73 (1.28)	4.70 (1.24)	4.62 (1.43)	.875	.230	
Being physically active in my work	5.44 (1.19)	5.30 (1.26)	5.58 (.92)	5.26 (1.20)	.053	.224	
Working in pleasant surroundings	5.71 (1.27)	5.60 (1.17)	5.45 (1.15)	5.44 (1.19)	.086	2.210	
Living life my own way and not having it determined by my work	5.07 (1.45)	5.12 (1.40)	5.06 (1.44)	5.02 (1.46)	.051	2.759	

Note: 1. Inter groups differences are based on Scheffé procedure. 2. M = Malays, C = Chinese, I = Indian and O = Other ethnics

Appendix 7: The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on ethnic groups

Items	Malay (n= 498) Mean (Std.Dev)	Chinese (n= 189) Mean (Std.Dev)	Indian (n= 31) Mean (Std.Dev)	Others (n=22) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé
I strongly believe that whatever I learn in this course will be useful in my future career	5.97 (1.09)	5.55 (1.06)	5.19 (1.60)	5.77 (1.26)	.000	6.763	M > C
I strongly believe I knew enough about the hospitality industry before I chose this course	4.00 (1.51)	5.12 (1.43)	3.77 (1.55)	3.51 (1.75)	.045	2.692	C > M
I am happy to tell others that I am training to work in hospitality	5.33 (1.27)	5.05 (1.22)	5.67 (1.10)	5.40 (1.18)	.016	3.460	M > C
I believe that hospitality work is very stressful and pressured	4.52 (1.61)	5.17 (1.33)	5.11 (1.41)	4.45 (1.59)	.008	3.932	C > M
I expect this course will only qualify me to do a specialised job in the hospitality industry	4.42 (1.46)	4.88 (1.40)	4.67 (1.41)	4.45 (1.50)	.042	2.788	C > M
I will stay in this industry if it provides me the best career option	5.62 (1.09)	5.04 (1.39)	5.45 (1.36)	5.18 (1.53)	.000	11.186	M > C
I am still as keen to work in the industry as when I first chose this training programme	4.73 (1.23)	4.96 (1.28)	5.70 (1.06)	4.54 (1.68)	.014	3.565	I > M
I believe the hospitality industry provides more employment opportunities than other industries	5.13 (1.38)	4.79 (1.41)	5.05 (1.19)	4.81 (1.40)	.016	3.474	M > C
Others being helped through my work	5.04 (1.22)	5.38 (.85)	5.06 (1.15)	5.22 (1.10)	.005	4.257	C > M
Being in charge of other workers	4.84 (1.13)	5.25 (.98)	4.67 (1.35)	5.09 (.92)	.000	9.087	C > M
My parents encouraged me to study hospitality	5.37 (1.38)	5.33 (1.44)	5.09 (1.61)	5.36 (1.33)	.519	.756	
I was very satisfied with the offer of a place on this hospitality course	5.28 (1.22)	5.24 (1.26)	5.13 (1.34)	5.15 (1.34)	.463	.578	
I was attracted to hospitality through the glamorous image portrayed in the media	4.04 (1.71)	4.01 (1.39)	4.10 (1.49)	4.05 (1.48)	.561	.685	
My school teachers and counsellors encouraged me to study hospitality	4.02 (1.71)	4.04 (1.49)	4.00 (1.65)	4.08 (1.63)	.961	.099	

Appendix 7: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on ethnic groups

Items	Malay (n=498) Mean (Std.Dev)	Chinese (n=189) Mean (Std.Dev)	Indian (n= 31) Mean (Std.Dev)	Others (n=22) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
I think hospitality courses offer more practical skill training than academic work	5.12 (1.30)	5.05 (1.21)	5.20 (1.21)	5.00 (1.23)	.754	.398	
My brothers/ sisters encouraged me to study hospitality	4.73 (1.44)	4.78 (1.32)	4.70 (1.63)	4.75 (1.42)	.882	.220	
My interest in hospitality comes from my upbringing	4.47 (1.56)	4.66 (1.58)	4.48 (1.76)	4.86 (1.64)	.407	.969	
I will use this hospitality course as a stepping stone to enter into an advance management programme	5.23 (1.34)	5.14 (1.40)	5.08 (1.50)	5.20 (1.36)	.147	1.792	
In choosing an educational institution, financial assistance was an important factor for me	5.33 (1.25)	5.42 (1.22)	5.54 (1.26)	5.54 (1.33)	.592	.636	
My examination result only qualified me for a hospitality course	3.61 (1.78)	4.00 (1.78)	3.32 (1.72)	4.00 (1.85)	.110	.778	
I chose this industry because of the opportunities to travel overseas	4.50 (1.57)	4.55 (1.39)	4.67 (1.59)	4.72 (1.51)	.832	.291	
Hospitality courses provide a more nurturing and caring environment than other courses	4.80 (1.33)	4.63 (1.31)	4.96 (1.13)	4.77 (1.32)	.302	1.218	
Direct customer contact will provide a lot of job satisfaction	5.12 (1.16)	5.08 (1.04)	5.00 (1.12)	5.11 (1.13)	.665	.525	
Hospitality gives me an opportunity to study overseas	5.14 (1.19)	5.10 (1.12)	5.16 (1.34)	5.08 (1.18)	.201	1.546	
I am happy to tell others that I am training to work in hospitality	5.33 (1.27)	5.05 (1.22)	5.46 (1.10)	5.28 (1.25)	.160	.460	
Course fees were not important in my selecting a course of study	4.42 (1.59)	4.18 (1.53)	4.70 (1.74)	4.58 (1.60)	.052	2.741	
One can get ahead in hospitality without having high level of education	4.28 (1.69)	4.65 (1.46)	4.51 (1.56)	4.77 (1.63)	.182	1.677	
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	4.57 (1.86)	4.84 (1.78)	4.32 (1.92)	4.64 (1.84)	.167	1.691	
My classmates have similar expectations as me about their career prospects in hospitality	4.77 (1.32)	4.58 (1.34)	4.51 (1.48)	4.59 (1.33)	.299	1.227	

Appendix 7: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on ethnic groups

Items	Malay (n=498) Mean (Std.Dev)	Chinese (n=189) Mean (Std.Dev)	Indian (n= 31) Mean (Std.Dev)	Others (n=22) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
I am committed to a career in hospitality	4.98 (1.26)	4.74 (1.32)	4.93 (1.36)	4.93 (1.28)	.078	2.286	
I expect to work in the hospitality industry most of my working life	4.39 (1.50)	4.21 (1.51)	4.32 (1.39)	4.68 (1.72)	.371	1.048	
I have a higher career expectation of the hospitality industry than most of my classmates	4.31 (1.39)	4.53 (1.34)	4.70 (1.18)	4.39 (1.38)	.136	1.854	
I expect this course will only qualify me to do a specialised job in the hospitality industry	4.13 (1.46)	4.43 (1.40)	4.50 (1.50)	4.20 (1.46)	.060	2.788	
I expect to get ahead quicker than my classmates in this industry	4.68 (1.28)	4.63 (1.31)	4.35 (1.35)	4.66 (1.29)	.481	.824	
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	4.72 (1.47)	4.27 (1.52)	4.38 (1.58)	4.60 (1.50)	.344	.716	
Being raised in a religious family background does not affect hospitality career success	5.62 (1.09)	5.04 (1.39)	5.45 (1.36)	5.18 (1.53)	.541	1.186	
I will accept almost any job to stay in the hospitality industry	4.42 (1.38)	4.16 (1.46)	4.35 (1.30)	4.34 (1.42)	.623	.513	
The hospitality industry is an exciting and challenging environment to work in	5.39 (1.23)	5.34 (1.21)	5.51 (1.26)	5.36 (1.22)	.446	.890	
I will readily take a job in another industry if it offers slightly more money	5.21 (1.33)	5.06 (1.46)	5.00 (1.65)	5.17 (1.38)	.446	.890	
I am very satisfied with my choice of career in hospitality	4.73 (1.23)	4.76 (1.38)	4.54 (1.68)	4.76 (1.29)	.140	3.565	
I don't really mind which industry I work in, as long as the job is interesting	5.24 (1.32)	5.00 (1.33)	4.91 (1.53)	5.12 (1.35)	.406	.971	
At the time I decided to train for hospitality there were other occupations I could have easily chosen	4.77 (1.24)	4.82 (1.21)	4.63 (1.49)	4.79 (1.23)	.679	.505	
Jobs in the hospitality industry involve harder work than I previously realised	5.10 (1.27)	5.34 (1.05)	5.06 (1.39)	5.17 (1.22)	.115	1.982	
Deciding on this career was a definite mistake on my part	3.44 (1.69)	3.71 (1.62)	3.13 (1.58)	3.45 (1.81)	.103	2.072	

Appendix 7: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the second round data collection and identifying significant differences based on ethnic groups

Items	Malay (n=498) Mean (Std.Dev)	Chinese (n=189) Mean (Std.Dev)	Indian (n= 31) Mean (Std.Dev)	Others (n=22) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
Religious beliefs will help career progression in hospitality	4.49 (1.44)	4.70 (1.29)	4.45 (1.43)	4.55 (1.42)	.263	1.333	
Customers respect hospitality staff and appreciate the effort that they make	4.92 (1.26)	5.01 (1.16)	4.80 (1.27)	4.95 (1.23)	.731	.430	
If I put a lot of effort into my hospitality career I will be well rewarded	5.17 (1.20)	5.17 (1.12)	5.16 (1.09)	5.14 (1.17)	.970	.082	
I believe the hospitality industry provides more employment opportunities than other industries	5.01 (1.35)	4.71 (1.44)	4.86 (1.35)	4.93 (1.36)	.086	2.216	
Working with people who are friendly and understanding	5.86 (1.21)	5.67 (1.02)	5.90 (1.39)	5.82 (1.17)	.160	3.476	
Making or doing something original through my work	5.90 (1.01)	5.74 (.86)	5.83 (1.15)	5.81 (.79)	.268	1.316	
Earning large amounts of money as the reward for my work	5.33 (1.31)	5.58 (1.10)	5.29 (1.21)	5.27 (1.54)	.324	1.159	
Being free from having to work in my spare time	4.60 (1.37)	4.77 (1.25)	4.54 (1.22)	4.75 (1.33)	.656	.539	
Being physically active in my work	5.22 (1.14)	5.46 (.94)	5.29 (.93)	5.22 (1.19)	.439	.911	
Working in pleasant surroundings	5.74 (1.11)	5.61 (1.05)	5.58 (1.47)	5.77 (1.07)	.167	1.695	
Living life my own way and not having it determined by my work	5.01 (1.39)	5.24 (1.23)	5.16 (1.36)	5.13 (1.16)	.084	2.229	
Developing and using my skill and abilities at work	5.90 (1.01)	5.86 (.86)	5.83 (1.15)	5.62 (.98)	.487	.814	
People think that my work is important	5.23 (1.27)	5.33 (1.17)	4.87 (1.26)	4.68 (1.38)	.265	1.326	

Note: 1. Inter groups differences are based on Scheffé procedure. 2. M = Malays, C = Chinese, I = Indian and O = Other ethnics

Appendix 8: The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on geographical location of upbringing

Items	Rural (n=212) Mean (Std.Dev)	Town (n=429) Mean (Std.Dev)	Large City (n= 173) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
I am happy to tell others that I am training to work in hospitality	5.15 (1.48)	5.50 (1.35)	5.68 (1.23)	.000	7.871	C > R
I have a higher career expectation of the hospitality industry than most of my classmates	4.37 (1.38)	4.58 (1.54)	4.71 (1.36)	.046	3.098	C > R
I expect this course will only qualify me to do a specialised job in the hospitality industry	4.05 (1.53)	4.47 (1.28)	4.57 (1.25)	.010	4.608	C > R
I am still as keen to work in the industry as when I first chose this training programme	4.77 (1.37)	5.03 (1.23)	5.26 (1.14)	.042	3.171	C > R
At the time I decided to train for hospitality there were other occupations I could have easily chosen	4.60 (1.47)	4.87 (1.36)	5.01 (1.27)	.001	7.080	C > R
Living life my own way and not having it determined by my work	4.85 (1.49)	5.08 (1.47)	5.26 (1.28)	.020	3.911	C > R
Developing and using my skills and abilities at work	5.83 (1.04)	5.09 (1.56)	6.00 (0.92)	.049	3.019	C > R
Working in pleasant surroundings	5.47 (1.38)	5.70 (1.19)	5.79 (1.16)	.022	3.837	C > R
My parents encouraged me to study hospitality	5.03 (1.43)	5.22 (1.50)	5.37 (1.49)	.075	2.594	
I was very satisfied with the offer of a place on this hospitality course	5.22 (1.27)	5.42 (1.27)	5.46 (1.16)	.105	2.258	
I was attracted to hospitality through the glamorous image portrayed in the media	4.28 (1.62)	4.26 (1.54)	4.45 (1.63)	.385	.956	
My close friends encouraged me to study hospitality	3.96 (1.84)	4.15 (1.79)	3.90 (1.80)	.225	1.496	
I chose this course just to please my parents	2.95 (1.92)	2.88 (1.94)	2.68 (1.81)	.353	1.042	
I strongly believe that whatever I learn in this course will be useful in my future career	5.99 (1.11)	5.96 (1.20)	5.98 (1.18)	.815	.204	

Appendix 8: (cont...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on geographical location of upbringing

Items	Rural (n=212) Mean (Std.Dev)	Town (n=429) Mean (Std.Dev)	Large City (n= 173) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
I strongly believe I knew enough about the hospitality industry before I chose this course	4.06 (1.66)	4.32 (1.55)	4.28 (1.59)	.051	.793	
My school teachers and counsellors encouraged me to study hospitality	3.94 (1.72)	3.89 (1.77)	3.94 (1.76)	.453	.793	
I think hospitality courses offer more practical skill training than academic work	5.09 (1.52)	5.22 (1.40)	5.30 (1.40)	.344	1.067	
My brothers/ sisters encouraged me to study hospitality	4.11 (1.71)	4.29 (1.77)	4.20 (1.75)	.471	.753	
My interest in hospitality comes from my upbringing	4.58 (1.43)	4.60 (1.60)	4.47 (1.65)	.340	1.081	
I will use this hospitality course as a stepping stone to enter into an advance management programme	5.51 (1.22)	5.42 (1.27)	5.50 (1.28)	.631	.460	
In choosing an educational institution, financial assistance was an important factor for me	5.39 (1.24)	5.31 (1.37)	5.27 (1.40)	.679	.387	
My examination result only qualified me for a hospitality course	3.77 (1.82)	3.58 (1.94)	3.44 (2.00)	.243	1.419	
I chose this industry because of the opportunities to travel overseas	4.58 (1.66)	4.86 (1.70)	4.64 (1.63)	.084	2.488	
Hospitality courses provide a more nurturing and caring environment than other courses	5.10 (1.30)	5.13 (1.29)	5.10 (1.13)	.963	.380	
Direct customer contact will provide a lot of job satisfaction	5.20 (1.31)	5.28 (1.25)	5.27 (1.22)	.738	.304	
Hospitality gives me an opportunity to study overseas	4.92 (1.39)	5.12 (1.36)	5.16 (1.44)	.146	1.920	
Course fees were not important in my selecting a course of study	4.25 (1.65)	4.46 (1.71)	4.46 (1.71)	.326	1.112	
I believe that hospitality work is very stressful and pressured	4.33 (1.64)	4.59 (1.58)	4.69 (1.56)	.210	2.905	
One can get ahead in hospitality without having high level of education	4.17 (1.72)	4.17 (1.63)	3.84 (1.70)	.078	2.561	

Appendix 8: (cont...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on geographical location of upbringing

Items	Rural (n=212) Mean (Std.Dev)	Town (n=429) Mean (Std.Dev)	Large City (n= 173) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	4.10 (1.89)	4.03 (1.84)	4.04 (1.83)	.891	.115	
My classmates have similar expectations as me about their career prospects in hospitality	4.75 (1.23)	4.73 (1.34)	4.62 (1.26)	.554	.590	
I am committed to a career in hospitality	5.11 (1.29)	5.23 (1.18)	5.26 (1.32)	.142	1.953	
I expect to work in the hospitality industry most of my working life	4.73 (1.42)	4.90 (1.33)	4.69 (1.45)	.143	1.947	
I expect to get ahead quicker than my classmates in this industry	4.44 (1.38)	4.71 (1.88)	4.58 (1.36)	.056	3.098	
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	4.84 (1.46)	4.98 (1.41)	4.82 (1.57)	.354	1.040	
I will stay in this industry if it provides me the best career option	5.70 (1.27)	5.77 (1.08)	5.65 (1.23)	.507	.680	
Being raised in a religious family background does not affect hospitality career success	4.95 (1.49)	5.07 (1.50)	4.94 (1.59)	.213	1.549	
I will accept almost any job to stay in the hospitality industry	4.65 (1.49)	4.68 (1.41)	4.45 (1.51)	.676	.392	
The hospitality industry is an exciting and challenging environment to work in	5.77 (1.11)	5.72 (1.18)	5.80 (.98)	.676	.392	
I am very satisfied with my choice of career in hospitality	5.09 (1.32)	5.27 (1.31)	5.26 (1.31)	.052	2.961	
I don't really mind which industry I work in, as long as the job is interesting	5.25 (1.53)	5.27 (1.47)	5.14 (1.44)	.611	.494	
Jobs in the hospitality industry involve harder work than I previously realised	5.06 (1.37)	5.07 (1.32)	5.10 (1.32)	.421	.867	
Deciding on this career was a definite mistake on my part	3.53 (1.72)	3.25 (1.88)	3.28 (1.80)	.110	.561	
Religious beliefs will help career progression in hospitality	4.54 (1.52)	4.66 (1.43)	4.52 (1.54)	.667	.405	

Appendix 8: (cont...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on geographical location of upbringing

Items	Rural (n=212) Mean (Std.Dev)	Town (n=429) Mean (Std.Dev)	Large City (n= 173) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffé test
Customers respect hospitality staff and appreciate the effort that they make	4.87 (1.32)	4.97 (1.26)	4.96 (1.32)	.526	.655	
I think hospitality provides greater promotional opportunity than other industries	5.19 (1.36)	5.23 (1.28)	5.21 (1.27)	.936	.066	
If I put a lot of effort into my hospitality career I will be well rewarded	5.31 (1.25)	5.41 (1.22)	5.38 (1.22)	.659	.417	
I believe the hospitality industry provides more employment opportunities than other industries	5.37 (1.37)	5.31 (1.31)	5.23 (1.22)	.581	.543	
Working with people who are friendly and understanding	6.22 (1.16)	6.22 (1.00)	6.10 (1.12)	.433	.839	
Making or doing something original through my work	5.90 (1.04)	6.00 (.94)	6.02 (.96)	.059	3.019	
Earning large amounts of money as the reward for my work	5.17 (1.27)	5.31 (1.28)	5.26 (1.24)	.475	.745	
People thinking that my work is important	5.19 (1.16)	5.09 (1.29)	5.08 (1.27)	.109	.2.222	
Being in charge of other workers	4.79 (1.36)	4.81 (1.32)	4.89 (1.20)	.114	2.178	
Being free from having to work in my spare time	4.59 (1.44)	4.62 (1.43)	4.63 (1.41)	.965	.358	
Being physically active in my work	5.40 (1.23)	5.39 (1.18)	5.45 (1.21)	.841	.173	

Note: 1. Inter groups differences are based on Scheffé procedure. 2. C = City, R = Rural, T = Town

Appendix 9: The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on secondary school background

Items	Normal (n=576) Mean (Std.Dev)	Boarding (n=105) Mean (Std.Dev)	Vocational (n= 107) Mean (Std.Dev)	Others (n=26) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffe test
My parents encouraged me to study hospitality	5.13 (1.51)	5.25 (1.40)	5.73 (1.19)	5.42 (1.23)	.042	7.627	V > N
My close friends encouraged me to study hospitality	3.97 (1.79)	4.08 (1.86)	4.85 (1.48)	3.61 (1.62)	.007	4.045	V > N
I strongly believe I knew enough about the hospitality industry before I chose this course	4.10 (1.74)	4.18 (1.75)	4.93 (1.38)	4.07 (1.19)	.000	7.247	V > N
My school teachers and counsellors encouraged me to study hospitality	3.80 (1.74)	3.99 (1.74)	4.86 (1.63)	3.26 (1.40)	.000	12.951	V > N
My brothers/ sisters encouraged me to study hospitality	4.14 (1.79)	4.30 (1.71)	4.71 (1.68)	3.76 (1.39)	.011	3.753	V > N
My interest in hospitality comes from my upbringing	4.52 (1.60)	4.72 (1.62)	5.07 (1.38)	4.15 (1.82)	.004	4.423	V > N
I am committed to a career in hospitality	5.20 (1.27)	5.41 (1.21)	5.52 (1.02)	5.43 (1.20)	.006	4.183	V > N
I expect to work in the hospitality industry most of my working life	4.76 (1.40)	4.83 (1.43)	5.17 (1.12)	4.34 (1.49)	.011	3.738	V > N
Being in charge of other workers	4.73 (1.32)	4.94 (1.35)	5.12 (1.15)	4.73 (1.25)	.040	2.791	V > N
I was very satisfied with the offer of a place on this hospitality course	5.40 (1.24)	5.22 (1.25)	5.41 (1.36)	5.38 (1.06)	.620	.593	
I was attracted to hospitality through the glamorous image portrayed in the media	4.36 (1.64)	4.60 (1.62)	4.64 (1.54)	4.41 (1.63)	.053	2.566	
I chose this course just to please my parents	3.97 (1.79)	4.08 (1.86)	4.05 (1.81)	3.95 (1.42)	.720	.698	
I strongly believe that whatever I learn in this course will be useful in my future career	6.01 (1.15)	6.04 (1.21)	5.98 (1.18)	6.07 (.89)	.321	1.168	
I think hospitality courses offer more practical skill training than academic work	5.18 (1.47)	5.20 (1.32)	5.37 (1.37)	5.20 (1.43)	.634	.557	

Appendix 9: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on secondary school background

Items	Normal (n=576) Mean (Std.Dev)	Boarding (n=105) Mean (Std.Dev)	Vocational (n= 107) Mean (Std.Dev)	Others (n=26) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffe test
In choosing an educational institution, financial assistance was an important factor for me	5.34 (1.35)	5.20 (1.49)	5.43 (1.19)	5.32 (1.36)	.355	1.084	
I will use this hospitality course as a stepping stone to enter into an advance management programme	5.42 (1.25)	5.56 (1.25)	5.44 (1.30)	5.46 (1.26)	.189	1.597	
My examination result only qualified me for a hospitality course	3.46 (1.88)	3.81 (1.95)	3.76 (1.90)	3.60 (1.92)	.352	.500	
I chose this industry because of the opportunities to travel overseas	4.69 (1.70)	4.74 (1.61)	4.46 (1.60)	4.74 (1.68)	.185	1.612	
Hospitality courses provide a more nurturing and caring environment than other courses	5.13 (1.25)	5.00 (1.29)	5.25 (1.31)	5.11 (1.26)	.215	1.492	
Direct customer contact will provide a lot of job satisfaction	5.26 (1.24)	5.23 (1.29)	5.30 (1.34)	5.26 (1.26)	.864	.246	
Hospitality gives me an opportunity to study overseas	5.05 (1.41)	5.14 (1.39)	5.19 (1.29)	5.08 (1.39)	.702	.472	
I am happy to tell others that I am training to work in hospitality	5.47 (1.39)	5.23 (1.39)	5.48 (1.40)	5.45 (1.37)	.346	1.104	
Course fees were not important in my selecting a course of study	4.28 (1.77)	4.84 (1.55)	4.83 (1.55)	4.40 (1.73)	.200	1.322	
I believe that hospitality work is very stressful and pressured	4.50 (1.60)	4.45 (1.64)	4.84 (1.53)	4.54 (1.60)	.222	1.468	
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	3.89 (1.83)	4.00 (1.92)	3.86 (1.60)	4.05 (1.85)	.757	.468	
My classmates have similar expectations as me about their career prospects in hospitality	4.64 (1.30)	4.66 (1.34)	4.42 (1.36)	4.71 (1.29)	.214	.886	
I have a higher career expectation of the hospitality industry than most of my classmates	4.53 (1.35)	4.77 (1.33)	4.92 (1.16)	4.61 (1.33)	.183	.875	
I expect this course will only qualify me to do a specialised job in the hospitality industry	4.23 (1.62)	4.73 (1.46)	4.79 (1.36)	4.36 (1.58)	.175	1.345	
I expect to get ahead quicker than my classmates in this industry	4.94 (1.37)	5.03 (1.16)	5.11 (1.29)	4.98 (1.34)	.307	1.204	

Appendix 9: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on secondary school background

Items	Normal (n=576) Mean (Std.Dev)	Boarding (n=105) Mean (Std.Dev)	Vocational (n= 107) Mean (Std.Dev)	Others (n=26) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffe test
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	4.80 (1.46)	5.20 (1.40)	5.21 (1.44)	4.95 (1.46)	.071	.216	
Being raised in a religious family background does not affect hospitality career success	4.94 (1.50)	5.38 (1.40)	5.12 (1.58)	5.01 (1.52)	.240	2.151	
I will stay in this industry if it provides me the best career option	5.72 (1.20)	5.85 (1.12)	5.66 (1.01)	5.69 (1.15)	.650	.547	
I will accept almost any job to stay in the hospitality industry	4.52 (1.48)	4.83 (1.50)	4.96 (1.24)	4.57 (1.44)	.512	1.500	
The hospitality industry is an exciting and challenging environment to work in	5.75 (1.12)	5.80 (1.17)	5.64 (1.11)	5.65 (.97)	.731	.431	
I will readily take a job in another industry if it offers slightly more money	4.84 (1.48)	4.93 (1.46)	5.03 (1.12)	4.90 (1.45)	.231	.855	
I am still as keen to work in the industry as when I first chose this training programme	5.02 (1.24)	5.07 (1.32)	5.25 (1.31)	5.06 (1.25)	.384	1.018	
I am very satisfied with my choice of career in hospitality	5.26 (1.29)	5.21 (1.30)	5.27 (1.28)	5.26 (1.30)	.090	2.174	
I don't really mind which industry I work in, as long as the job is interesting	5.27 (1.47)	5.29 (1.52)	5.24 (1.48)	5.23 (1.43)	.480	.826	
At the time I decided to train for hospitality there were other occupations I could have easily chosen	4.72 (1.41)	4.88 (1.34)	4.97 (1.39)	4.76 (1.40)	.206	1.529	
Jobs in the hospitality industry involve harder work than I previously realised	5.08 (1.32)	5.09 (1.30)	5.10 (1.32)	5.12 (1.29)	.115	1.982	
Deciding on this career was a definite mistake on my part	3.16 (1.77)	3.39 (1.82)	3.90 (1.97)	3.29 (1.80)	.175	.554	
Religious beliefs will help career progression in hospitality	4.49 (1.49)	4.40 (1.49)	4.77 (1.43)	4.52 (1.48)	.209	1.514	
Customers respect hospitality staff and appreciate the effort that they make	4.91 (1.28)	5.04 (1.29)	5.01 (1.31)	4.94 (1.29)	.496	.797	
If I put a lot of effort into my hospitality career I will be well rewarded	5.37 (1.23)	5.46 (1.13)	5.33 (1.29)	5.30 (1.22)	.863	.248	

Appendix 9: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection and identifying significant differences based on secondary school background

Items	Normal (n=576) Mean (Std.Dev)	Boarding (n=105) Mean (Std.Dev)	Vocational (n= 107) Mean (Std.Dev)	Others (n=26) Mean (Std.Dev)	Sig Dif	F Ratio	Scheffe test
I think hospitality provides greater promotional opportunity than other industries	5.18 (1.31)	5.35 (1.24)	5.42 (1.27)	5.21 (1.30)	.290	2.012	
I believe the hospitality industry provides more employment opportunities than other industries	5.27 (1.33)	5.43 (1.24)	5.52 (1.30)	5.31 (1.31)	.072	2.346	
Developing and using my skills and abilities at work	6.05 (.95)	6.12 (.92)	5.96 (1.14)	6.02 (.96)	.123	2.220	
Working with people who are friendly and understanding	6.21 (1.06)	6.24 (1.03)	6.00 (1.11)	6.19 (1.07)	.129	1.892	
Making or doing something original through my work	5.74 (1.04)	5.82 (.93)	5.75 (1.01)	5.74 (1.03)	.365	1.062	
Earning large amounts of money as the reward for my work	5.27 (1.28)	5.34 (1.34)	5.29 (1.26)	5.26 (1.31)	.052	2.609	
People thinking that my work is important	5.09 (1.25)	5.10 (1.25)	5.20 (1.26)	5.08 (1.27)	.203	1.598	
Others being helped through my work	4.73 (1.32)	4.94 (1.35)	4.73 (1.25)	4.81 (1.31)	.127	1.906	
Being free from having to work in my spare time	4.54 (1.43)	4.67 (1.49)	4.97 (1.29)	4.89 (1.54)	.260	1.705	
Being physically active in my work	5.38 (1.21)	5.46 (1.15)	5.40 (1.17)	5.40 (1.20)	.262	1.333	
Working in pleasant surroundings	5.63 (1.25)	5.77 (1.20)	5.57 (1.21)	5.66 (1.24)	.054	2.595	
Living life my own way and not having it determined by my work	5.03 (1.42)	5.01 (1.53)	5.28 (1.41)	5.06 (1.44)	.419	.943	

Note: Inter groups differences are based on Scheffé' procedure, V = Vocational , N = Normal

Appendix 10: The full details analysis reporting the mean scores, standard deviation for items in the first round data collection for year one respondents identifying significant differences based on prior work experience

Items	Prior Exp.	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
I was very satisfied with my choice of career hospitality	Yes	78	5.48	1.43	EVA	1.035	.310	2.082	281	.020
	No	208	5.18	1.35	EVNA			2.214	158.43	.028
My interest in hospitality comes from my upbringing	Yes	78	4.95	1.53	EVA	5.537	.019	2.193	281	.021
	No	208	4.43	1.76	EVNA			2.336	159.00	.000
I am happy to tell others that I am training to work in hospitality	Yes	78	5.75	1.04	EVA	10.077	.002	1.850	281	.065
	No	208	5.29	1.47	EVNA			2.151	195.75	.000
I am committed to a career in hospitality	Yes	78	5.23	1.15	EVA	.720	.397	.292	281	.007
	No	208	5.18	1.34	EVNA			.313	161.32	.075
I expect to work in the hospitality most of my working life	Yes	78	5.14	1.36	EVA	2.183	.141	2.659	281	.008
	No	208	4.63	1.45	EVNA			2.739	147.84	.007
I will accept almost any job to stay in the hospitality industry	Yes	78	5.08	1.32	EVA	8.118	.005	2.869	281	.002
	No	208	4.51	1.57	EVNA			3.107	165.15	.004
I am still as keen to work in the hospitality industry as when I first chose this training programme	Yes	78	5.21	1.32	EVA	.487	.486	1.333	281	.040
	No	208	4.99	1.26	EVNA			1.307	133.82	.194
I think hospitality provides greater promotional opportunity than other industries	Yes	78	5.35	1.49	EVA	1.486	.224	.807	281	.026
	No	208	5.14	1.37	EVNA			.776	129.05	.439
Working with people who are friendly and understanding	Yes	78	6.34	1.04	EVA	.255	.814	.110	281	.011
	No	208	5.77	1.46	EVNA			.160	131.00	.020
Developing and using skill and abilities at work	Yes	78	6.08	1.09	EVA	2.622	.106	1.544	281	.024
	No	208	5.78	1.13	EVNA			1.457	124.79	.148
Earning large amount of money as the reward for my work	Yes	78	5.42	1.29	EVA	.084	.774	1.978	281	.049
	No	208	5.07	1.34	EVNA			2.011	143.86	.046
Being in charge of other workers	Yes	78	5.04	1.30	EVA	.003	.959	2.696	281	.008
	No	208	4.64	1.36	EVNA			2.701	140.09	.008
Being free from having to work in my spare time	Yes	78	5.02	1.28	EVA	.1798	.181	3.126	281	.002
	No	208	4.44	1.42	EVNA			3.267	152.51	.001
Working in pleasant surroundings	Yes	78	5.65	1.35	EVA	1.513	.220	1.307	281	.012
	No	208	5.44	1.14	EVNA			1.213	121.28	.228

Appendix 10: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection for year one respondents identifying significant differences based on prior work experience

Items	Prior Exp.	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
My parents encouraged me to study hospitality	Yes	78	55.32	1.49	EVA	.998	.319	.902	281	.368
	No	208	5.12	1.65	EVNA			.943	152.60	.342
I was very satisfied with the offer of a place on this hospitality course	Yes	78	5.58	1.22	EVA	1.035	.310	.2083	281	.380
	No	208	5.21	1.40	EVNA			2.214	158.42	.256
I was attracted to hospitality through the glamorous image portrayed in the media	Yes	78	4.30	1.63	EVA	2.721	.100	.802	281	.423
	No	208	4.11	1.84	EVNA			.847	156.19	.398
My close friends encouraged me to study hospitality	Yes	78	4.33	1.99	EVA	.019	.891	1.909	281	.057
	No	208	3.80	1.92	EVNA			1.882	135.33	.062
I chose this course just to please my parents	Yes	78	3.14	2.17	EVA	4.978	..026	1.589	281	.113
	No	208	3.27	1.90	EVNA			1.498	124.66	.137
I strongly believe that whatever I learn in this course will be useful in my future career	Yes	78	6.03	1.22	EVA	.092	.762	.060	281	.953
	No	208	6.02	1.13	EVNA			.058	130.71	.954
I strongly believe I knew enough about the hospitality industry before I chose this course	Yes	78	4.82	1.50	EVA	1.316	.252	3.956	281	.102
	No	208	4.07	1.64	EVNA			4.106	150.60	.304
My school teachers and counsellors encouraged me to study hospitality	Yes	78	4.24	1.93	EVA	.999	.318	1.656	281	.099
	No	208	3.89	1.79	EVNA			1.602	130.58	.112
I think hospitality courses offer more practical skill training than academic work	Yes	78	5.35	1.52	EVA	1.029	.311	.387	281	.699
	No	208	5.28	1.32	EVNA			.364	124.28	.717
My brothers/ sisters encouraged me to study hospitality	Yes	78	4.80	1.83	EVA	.088	.767	2.452	281	.150
	No	208	4.20	1.85	EVNA			2.460	140.06	.150
I will use this hospitality course as a stepping stone to enter into an advance management programme	Yes	78	5.43	1.22	EVA	1.334	.249	.707	281	.480
	No	208	5.30	1.41	EVNA			.726	159.99	.451
In choosing an educational institution, financial assistance was an important factor for me	Yes	78	5.41	1.29	EVA	.530	.467	2.463	281	.140
	No	208	4.93	1.49	EVNA			2.631	150.65	.190
My examination result only qualified me for a hospitality course	Yes	78	4.16	2.02	EVA	3.10	.578	2.654	281	.600
	No	208	3.48	1.90	EVNA			2.584	132.01	.110
I chose this industry because of the opportunities to travel overseas	Yes	78	4.69	1.88	EVA	.340	.561	1.242	281	.215
	No	208	4.55	1.75	EVNA			1.238	137.94	.218
Hospitality courses provide a more nurturing and caring environment than other courses	Yes	78	5.16	1.41	EVA	2.616	.107	.859	281	.391
	No	208	5.01	1.29	EVNA			.825	128.85	.411

Appendix 10: (cont/...) The full details analysis reporting the mean scores, standard deviation for items in the first round data collection for year one respondents identifying significant differences based on prior work experience

Items	Prior Exp.	N	Mean	Std Dev	Var	LT Score	Sig	t- test value	df	Sig 2-tail
Direct customer contact will provide a lot of job satisfaction	Yes	78	5.32	1.47	EVA	.813	.367	1.159	281	.247
	No	208	5.10	1.38	EVNA			1.130	132.41	.261
Hospitality gives me an opportunity to study overseas	Yes	78	5.23	1.37	EVA	.340	.561	1.242	281	.215
	No	208	5.11	1.66	EVNA			1.237	137.94	.218
Course fees were not important in my selecting a course of study	Yes	78	4.94	1.74	EVA	.062	.804	2.500	281	.130
	No	208	4.58	1.69	EVNA			2.469	135.80	.150
I believe that hospitality work is very stressful and pressured	Yes	78	4.80	1.87	EVA	2.846	.093	2.532	281	.120
	No	208	4.35	1.63	EVNA			2.376	123.60	.190
One can get ahead in hospitality without having high level of education	Yes	78	4.43	1.76	EVA	1.441	.231	2.646	281	.900
	No	208	4.08	1.63	EVNA			2.555	130.10	.120
I strongly believe men have more opportunity to get ahead than women in the hospitality industry	Yes	78	4.23	1.80	EVA	2.199	.139	2.096	281	.370
	No	208	4.07	1.92	EVNA			2.156	147.44	.330
My classmates have similar expectations as me about their career prospects in hospitality	Yes	78	4.67	1.42	EVA	.175	.676	1.286	281	.200
	No	208	4.43	1.39	EVNA			1.273	136.22	.205
I have a higher career expectation of the hospitality industry than most of my classmates	Yes	78	4.83	1.04	EVA	9.483	.002	1.951	281	.052
	No	208	4.49	1.39	EVNA			2.214	184.45	.073
I expect this course will only qualify me to do a specialised job in the hospitality industry	Yes	78	4.57	1.58	EVA	.236	.628	1.413	281	.159
	No	208	4.27	1.62	EVNA			1.431	142.69	.155
I expect to get ahead quicker than my classmates in this industry	Yes	78	5.11	1.37	EVA	.39	.533	1.001	281	.318
	No	208	5.03	1.38	EVNA			1.002	139.51	.318
I believe all ethnic groups are treated equally in the Malaysian hospitality industry	Yes	78	5.03	1.48	EVA	.267	.606	.276	281	.783
	No	208	4.98	1.43	EVNA			.272	135.18	.786
I will stay in this industry if it provides me the best career option	Yes	78	5.53	1.19	EVA	1.009	.316	1.227	281	.221
	No	208	5.73	1.18	EVNA			1.222	137.94	.224
The hospitality industry is an exciting and challenging environment to work in	Yes	78	5.74	.99	EVA	1.285	.258	.308	281	.756
	No	208	5.69	1.16	EVNA			.330	161.11	.742
I will readily take a job in another industry if it offers slightly more money	Yes	78	4.71	1.67	EVA	4.643	.032	.565	281	.573
	No	208	4.82	1.40	EVNA			.522	120.35	.603
I am still as keen to work in the industry as when I first chose this training programme	Yes	78	5.21	1.32	EVA	.487	.486	1.333	281	1.82
	No	208	5.09	1.26	EVNA			1.307	133.82	.194